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Supplement 1
SAMPLE TRANSPORT ESSAYS

Here are two students’ essays on transport policy, for you to evaluate. When you have had a chance to read and think about them, you can compare your evaluation with ours (in the Commentary on the Study Tasks on pages 22-24 of these Supplementary Materials).

Essay 1

*It has been pointed out that road transport policies in the developing world help the rich at the expense of the poor. How far is this also true in developed countries?*

Road transport is regarded as an integral and necessary element of infrastructure in all parts of the world. But its development is inevitably biased against the poorer sections of society, whether in the developed or developing countries.

In considering the problems associated with the growth of road transport I will concentrate on the car, rather than on all petrol-driven road vehicles. This restriction is justifiable if we bear in mind that most road traffic is made up of cars. Jenkins (1994), for example, reported that they accounted for 76% of traffic volume in the USA and Italy, and over 80% in the UK. The ratio of cars to commercial vehicles is certainly lower in developing counties, but the car is still dominant; UN figures for 1993 indicate that the private/commercial vehicle ratio ranged from 5:1 in Ethiopia to 3:2 in Botswana and Ecuador. So the car is the main element in road transport, irrespective of a country’s level of economic development.

There seem to be four areas in which (relatively) poor communities and individuals are disadvantaged by the growth of road transport networks: social, geographical, environmental and political. I will discuss these in turn.

The social bias against the poor is found at the root of things: put simply, policy makers assume that most people are car owners. This socially weighted assumption has little basis in reality. Even in developed countries, car-owning households are in the minority. According to Jenkins (1994), figures from 1992 showed that 56% of British households were without a car; and that figure rises as high as 90% in developing countries (Eher 1995). Moreover, it should not be forgotten that not all those people who have a car in their family actually have access to it at any one time. Eher says that ‘six or seven out of every ten in Britain are dependent on other means of transport’ (Eher 1995: 163). So the in-built bias of planning projects towards car drivers, in terms of road building, the provision of parking spaces and the location of out-of-town shopping centres, is a bias against the car-less majority, which is predominantly the poor.
The second issue appears at first sight to be geographical, but in fact it is closely linked with the distribution of wealth. It is the fact that urban road developments tend to disrupt the poorer city districts rather than the areas where the better-off live. In order to make the commercial centres more accessible to cars, inner city land (cheaper, because it is residentially less desirable) is bought up, housing is destroyed and motorways are constructed. The people living in these areas may protest against such schemes, but their campaigns are rarely successful. In October 1995 the residents of Hackville and Sawston, two working class areas of Seattle, organised a campaign of local resistance. Yet it seems that the protesters found little sympathy from the other Settle residents: “there was no support for the campaign from those not directly affected by the freeway development” (Schreik 1995).

The third point is environmental. Even the poorer residents whose homes survive inner city road plans then suffer the physical side-effects, in the form of pollution. Noise pollution comes as their houses are constantly shaken by the vibration and noise from passing traffic. Chemical pollution - especially from carbon monoxide and lead - in vehicle exhaust fumes represents a nuisance in the form of dirt but also a serious danger to the health and mental development of young children living in the affected areas.

The final bias against the poor is political. In today's society, transport is inseparably linked with business and industrial interests. Against the power of groups such as construction companies, car manufacturers and the petro-chemical industry, there is little chance for opposition from the inner city residents (who include a high proportion of pensioners who cannot afford to move away to the suburbs). Even the public transport systems that are intended to help the poor are often run-down and insufficiently subsidized.

To sum up, it is the poorest communities that suffer most, in various ways, from policies that encourage road building. This is as true in developed countries as in the developing. I believe it is important that governments should take account of the needs of less well-off citizens, by adopting transport policies that restrict - rather than extend - the use of the private car. As things are, the minority benefits from road transport development at the expense of the majority.

(746 words)

References
Essay 2

It has been pointed out that road transport policies in the developing world help the rich at the expense of the poor. How far is this also true in developed countries?

In every country, developed or developing, very few people are prepared to walk. Walking as a human activity has been replaced by various forms of transport, especially the car. Poorer people save to buy a car when they can; the rich have more than one. The number of cars has, in the space of two decades, grown to 170 million, compared with 36 million commercial vehicles - a ratio of approximately 5:1. Over the same period, the percentage increase for cars varied from 130% in the USA to 540% in Sweden (United Nations statistics, quoted by Jenkins 1994).

With this increase in the number of private cars in the wealthier North, there is a growing demand for a high-quality and durable road network. The consequence is that the number of people using commercial vehicles has declined, which makes it difficult for the commercial vehicle owners to maintain them. As a result, there has been a cut in the number of services provided and an increase in fares for the public.

The number of cars largely determines the width of the new roads (Jenkins 1994), and we now commonly see six-lane elevated highways such as the one described as “carving its way through the poorer parts of Seattle” (Schreik 1995). The construction of such highways takes place on the basis of a general agreement that the road should take a route which produces the maximum benefit at the minimum cost. This means that “roads tend to be built through deprived areas, where property is cheapest” (Jenkins 1994: 51).

The proportion of the population that owns a car is relatively high in the developed world, where wealth is more equally distributed. In the developing world, on the other hand, car ownership patterns reflect wider inequalities: “in
Sao Paulo, Brazil, there are more second and third cars owned by rich families than there are cars owned by all the poorer half of the city” (Eher 1995: 153).

The use of the highways built with public funds is often restricted to cars and so to car owners. The poor, who are unable to buy their own car, have to bear the consequences. Poor families are deprived not only of a place to live but of the means to feed themselves. In addition, there is the problem of pollution: forced to walk to work (by rising public transport fares) the poor have to breathe air contaminated by traffic fumes.

It can be seen, then, that road building mostly directly benefits the rich in the Third World, while it is the poor that pay the costs. With this in mind, it seems that “the construction of motorways is a modern parable, using public funds to make life easier for the rich and harder for the poor” (Eher 1995: 171). These policies carry a serious risk: the differences in effect on the better-off and worse-off in a developing economy could become a cause of dispute and conflict. It is vital that the interests of the majority are not ignored.

(502 words)

References

Study Task 1

Which of the essays do you think is better, and why?
Supplement 2

ESSAY INTRODUCTIONS

Study task 2

Below are three students’ introductions to the same essay, with the title Summarise the main advantages and disadvantages of using video equipment and materials in the language classroom. Which do you think is (1) the most effective, and (2) the least effective?

Introduction 1

Video film has a high potential as a valid medium in the foreign language classroom. But as with any other teaching materials and media, the benefits of video as a teaching tool depend very much on how it is put to use in the foreign language classroom.

Unfortunately many teachers still only make sure that it is used. Most teachers are not very creative in their use of video and in many classrooms it is not more than a ‘Friday afternoon treat’. However, video can definitely be put to more functions than that. The following will look at the disadvantages and advantages of using video in the classroom.

Introduction 2

Video equipment and materials have come to play an increasingly prominent role in the L2 classroom over the last twenty years. Thus there has been a great increase in the number of ELT materials developed as an aid to language teaching. Likewise, some L2 teachers prefer to use ‘authentic’ TV materials. In any case, the use of video materials seems to be widespread in the L2 classroom, mainly due to its advantages. However, it also presents some limitations. Let’s outline its main advantages and disadvantages.
Introduction 3

The 20th century is the era of technology. In the Western world, whatever activity we embark on and however simple it may be, we are bound to use technology. Nowadays almost everybody knows what a radio is, what a telephone is, what a TV set is. These are widespread technologies that need almost no explanation to anybody because they have existed for most of our century and because they are simple to use. On the other hand there are other technologies that, although already familiar to most people, require more explanation of their basic use and have not acquired the level of simplicity of the other previously mentioned technologies because they are more recent and also more complex. Video belongs to these technologies. Having appeared in the 70s, video is now present in a large number of households. Language schools are also benefiting from its advantages. Nevertheless, as happens with all technologies, they can be used adequately and inadequately. Video is no exception. This is why I am now going to analyse its advantages and disadvantages in the language classroom.
Supplement 3

ACADEMIC USE OF PRONOUNS

You may have noticed that in some of those extracts used in this course, the writer has used the first person singular, ‘I’. This is increasingly common, but not in all academic fields; it is the norm in many humanities and social science subjects, for example, but much less so in science, engineering or medicine.

One alternative is to use ‘we’ instead of ‘I’. The disadvantage of doing that is that it can be unclear precisely who is meant by ‘we’, because it can refer to any of the following:

- the present writer (= ‘I’)
- all the authors of a collaborative paper
- the community of specialists in the field
- all rational adults

etc.

So one advantage of ‘I’ is that it enables you to show clearly which ideas are your own.

The very formal expression ‘the present writer/author’ is now extremely rare in British writing.

Study Task 3
Look at the Introduction to an article in your special field.
Is it by a single author? If so, has he/she used ‘I’, ‘we’, or the impersonal passive?

If you are not sure whether you can use ‘I’ in your essays and projects, ask for advice from one of your degree course tutors.
First impressions are important. Potentially, your list of contents can tell the reader immediately what you will be covering, in which order, and at what length. However, in practice, under the pressure of working to an assignment deadline many students neglect the Contents Page and ‘throw it together’ at the last moment. As a result the markers’ initial impression is negative.

**Study Task 4**
On this page and the next are Contents Pages from two projects by British MSc students. Which one looks more organised? What would you change in the weaker one?

### Contents

0  **Introduction: The P course**  1

1  **Background to the present listening component**
  1.1  **The students**
  1.1.1  Experience of English  1
  1.1.2  Aural comprehension needs  1

  1.2  **The P course materials**
  1.2.1  Overall structure  2
  1.2.2  'Listening to lectures'  2
  1.2.3  Problems  3

2  **The proposed 'Lecture Strategies' component**
  2.1  **General approach**
  2.1.1  Aims  5
  2.1.2  Metalanguage  7
  2.1.3  Teaching versus testing  7
  2.1.4  Text selection  8

  2.2  **The syllabus**
  2.2.1  The notion of efficiency  9
  2.2.2  Lessening the load  9
  2.2.3  Prediction  10
  2.2.4  The underlying model  11
  2.2.5  Outline of the programme  12

  2.3  **Methodology**
  2.3.1  Facilities  14
  2.3.2  Phases and modes  14
  2.3.3  A sample lesson plan  15

3  **Summary**  16

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     ii) Students
     iii) The Classes
     iv) Resources and Materials  3

Key ideas in “Discussions that Work”              3

Content Teaching and General English

i) Importance of the topic
ii) Group Work
iii) Role Play
iv) Purpose
v) Organising Activities
vi) Feedback

Practical Examples: Activities for Fluency Practice  6

Types of Task Centred Activities: i) Brainstorming
     ii) Organising
     iii) Compound

Key Ideas in Conversation                          7

i) Conversation Rules
ii) Function and Meaning
iii) Topics
iv) Types of Activity: Controlled
    Awareness
    Fluency
    Feedback

A Critical Examination of the Key Ideas in the books 11

Group Work                                      

Fluency and Accuracy                             

Functions in Spoken Language

The Suitability of the books in a particular context 15

i) Goals and Rationale
ii) Roles and Settings
iii) Integration
iv) Assessment and Evaluation
v) Context
vi) Facilities
vii) Students
viii) The Teacher

Conclusion                                      18

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Supplement 5

CITATION TECHNIQUES

When citing others’ research there are alternative ways of including reference details (e.g. author, year, page numbers). Different academic disciplines - and different publishers of books and journals - have their own ‘house styles’. The authors of the two sample essays in Supplement 1 used the Harvard system, with authors’ names and year included in the text itself. Other systems involve using footnotes and superscript numbers in the text. You should follow the system that is most widely used in your field, or recommended by your department.

A very helpful guide to citation, Writing with Sources by Gordon Harvey, is available on the Harvard University website: http://www.fas.harvard.edu/~expos/sources/. There are detailed guidelines on the most commonly-used systems for placing citations in your paper in Appendix A.

See Supplement 12 for advice on formatting your reference list.

Direct quotations

Direct quotations, where you reproduce (and acknowledge) a piece of text word-for-word from a source, should be used sparingly. In fact, in some disciplines such as medicine it is virtually never used.

Study Task 5

In Britain the use of summaries of source materials is more highly regarded than the use of direct quotations. Why do think that is? Is the same true of academic writing in your own language?

Presenting direct quotations

If you do decide to quote, you must decide how much to quote, and how to integrate the quoted text into your own writing. Quotations can vary in length from as little as a single word to as much as several paragraphs (in some disciplines), and their format depends on their length: short quotations (less than three lines of text) run on within the normal margins of your text; longer quotations are indented by a few spaces.
A short quotation (from Granger and Tyson 1996)

…often slight and difficult to grasp and therefore, as Zamel (1984) says, students must learn to differentiate between the meanings of similar, but different, connectors. As for grammar, students need to learn flexibility in connector-positioning, again by studying authentic texts. We agree with Crewe (1990) that the misleading lists of so-called “interchangeable” connectors often found in textbooks should be avoided. Third, there is the importance of students learning in what circumstances it is appropriate not to use a connector. Here we agree with Zamel (1984: 116) that ‘learning when not to use them is as important as learning when to do so’.

A longer quotation (adapted from Lynch 1996)

Research into native/non-native communication was initially limited to descriptions of the native speakers’ performance. This quotation from one early study shows that the assessment of any benefits for the non-native listener was a matter of guess-work:

‘The modifications made by [the native speakers] in our sample do appear to simplify and facilitate communication. Our evidence… is indirect. We cannot be sure that the particular grammar and vocabulary that they avoided were those that would have given non-native listeners the most difficulty. However, it is reasonable to suppose that shorter, grammatically simpler sentences using a more limited vocabulary and expressing simpler ideas are easier to understand’.

(Arthur et al. 1980: 123, my emphasis)

Such evaluation of learners’ comprehension was subjective and impressionistic. Even the ‘reasonable supposition’ that a grammatically simpler sentence is easier to understand is …

Study Task 6
1. Why does the short quotation from Zamel (1984: 116) start with a small letter?
2. Why is “interchangeable” in double quotation marks?
3. Why are there square brackets in the first line of the long quotation?
4. Why are it say ‘my emphasis’ in the line under the long quotation?
Supplement 6

PLAGIARISM

In Unit 3 we stress the importance of showing your awareness of the subject matter. We look at ways of providing the reader with evidence that you are familiar with the relevant sources of that knowledge.

The other side of the coin is that you are expected to acknowledge those sources. Students who do not cite fully and accurately run the risk that the markers will think they are trying to take the credit for the work of others, by implying that the ideas are their own.

A book written for British students, The Good Study Guide (Northedge 1990), contains useful advice about (and examples of) plagiarism. It describes the dangers of plagiarism very clearly:

The emphasis has to be on 'working with' other people's ideas, rather than on 'reproducing' their words. If you rely on 'copying' your material directly from a text, you will be accused ... of plagiarism. That is, in effect, 'stealing' other people's ideas. In the world of writing, plagiarism is pretty close to rustling cattle in the Wild West - more or less a hanging offence.

Adapted from Northedge (1990: 191)

Study Task 7

A study of students' assignments at the University of Middle England (Diabolo and Advokaat 1995) suggested that plagiarism was more commonly found in the work of non-native students.

Assuming that is generally true, what might the reasons be?
Supplement 7

ABSTRACTS

The Abstract is the only part of a academic assignment where conciseness is the principal criterion for success. You do not normally need to write an abstract for an essay, but you do for some projects and for all dissertations. (In the case of dissertations, you may have to provide an Abstract at the front and perhaps also on a separate sheet).

For an abstract there is always either a word limit or a space limit (‘no more than two A4 pages’), and will be expected to keep strictly to it.

Study Task 8
The abstract below comes from Granger and Tyson’s paper on connectors in essays, and was written to a 100-word limit. Edit it down to 70 words.

Abstract

In this study we focus on cohesion in discourse and more specifically on connector usage. In the first section we evaluate previous studies of learner connector usage. We hypothesise that we will discover a general overuse of connectors by learners and use the ICLE corpus of learner English to test the hypothesis. Our study reveals no overall overuse of connectors. A more qualitative analysis finds strong evidence of overuse and underuse of individual connectors. We conclude that learners should not be presented with lists of ‘interchangeable’ connectors, but instead should be taught the semantic, stylistic and syntactic behaviour of individual connectors, using authentic texts.

If you want practice in composing abstracts for your course assignments, there are helpful sections on writing abstracts in Swales and Feak (1993) and Weissberg and Baker (1990); both books can be obtained from Blackwell’s bookshop in Buccleuch Street.
Supplement 8

**NOUN CHAINS**

One particularly concise form of noun phrase is the **noun chain** - a sequence of two or more nouns, such as ‘noun chain’, in fact. In academic writing noun chains often contain as many as five or six nouns:

- e.g. Edinburgh University staff committee members.

To make sense of a noun chain, you start at the end of the chain and work backwards:

- members of the committee representing staff at the University of Edinburgh.

They can save quite a lot of space in your text:

- e.g. ‘The fact the equipment did not work properly meant that we were not able to start the experiments on schedule’ (21 words)

could be expressed as

- ‘Equipment malfunction delayed the experiment’ (5 words)

**Study Task 9**

Make these sentences more concise, by omitting any unnecessary details and using noun chains where you can.

1. They did not arrive in Edinburgh until the second week of the term because they had been told by their Department that the lectures for the course they were doing (an MSc course) started in mid-October.

   **Start:** Their…

2. When we analysed the results of our experiments we realised that the many of the tests had turned out to be positive.

   **Start:** ‘Analysis…

3. The railways were nationalised two years ago and as a result a number of regions achieved lower profits than they had done in earlier years.

   **Start:** ‘The 1994…
Supplement 9

CRITICISM IN ACADEMIC CULTURES

Academic staff in Britain who have more experience of teaching international classes tend to be more aware of cultural differences between their students. The two extracts below were written by lecturers involved in teaching British and foreign students at the universities of Durham and Aston. The first is based on professional experience and the second on empirical research.

Some cultures expect the learner to seek out those authorities with the highest status and to summarise, quote, and report on their main ideas. Other cultures or writing communities expect learners to challenge authority in however marginal and deferential a way. Indeed, the manner in which such a challenge is worded is also culturally determined. In British writing... it is often worded as impersonally as possible and even then there is a measure of tentativeness... Notwithstanding all this, a challenge is expected, and this differentiates British writing from that of some academic communities elsewhere in the world.

Brookes and Grundy (1990: 35-36, my emphasis)

Overseas students evaluate less, and evaluate less critically. They also evaluate at a lower standard, on the evidence of [our] sample, though we are not aware of any sense in which they are generally 'less clever'. They have a much more difficult entry into the British academic community because they lack knowledge of what this community does and does not permit.

Richards and Skelton (1991: 40, my emphasis)

Study Task 10
Do you accept that international students ‘evaluate less and less critically’? If you don’t, how would you explain these writers’ conclusions?

If you do accept their conclusions, are there other reasons (apart from cultural difference) that could explain the students’ less critical behaviour in writing?
Supplement 10
INTERPRETING DATA

The table below comes from a study in which Tony Lynch compared Edinburgh postgraduates’ TEAM scores with their eventual degree results. The aim was to measure how well TEAM ‘predicts’ academic success. Tony compiled TEAM and degree results from some 300 Master’s students over the years 1989 to 1992; at that time, TEAM consisted of four sections (Vocabulary, Dictation, Reading and Writing), rather than the present two.

Table 1. Mean TEAM subtest scores, by academic outcome

<table>
<thead>
<tr>
<th></th>
<th>Master’s Pass</th>
<th>Diploma Pass</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>57%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Listening</td>
<td>68%</td>
<td>58%</td>
<td>48%</td>
</tr>
<tr>
<td>Reading</td>
<td>54%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>68%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>Average</td>
<td>63%</td>
<td>53%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Study Task 11
1. Which of the four TEAM sections seems to show the clearest relationship between students’ English and academic success?

2. Why do you think that part of the test was more effective than the others?
Supplement 11

DISCUSSING YOUR OWN DATA

Here is a checklist of points to consider including when you are working on the Results and Discussion section of a project.

Language Box: Discussing your findings

1 **Locating the data** – Present Simple

   *Results of the t-tests are presented* in Table 1
   *Table 4 summarises* the error data

2 **Presenting the main findings** – Past Simple

   *Native speakers of French performed* best on the English dictation test
   *The correlation coefficient was found to be* significant at the .01 level

3 **Commenting on the findings**

   • a **Generalising** from the results – Modal or tentative verb

      *Hyperactive children may be responsive to amphetamines*
      *It appears that grammar errors lead to more serious misinterpretations*

   • b **Explaining** possible reasons/causes – Modal verb

      *These results may have been* due to weather action rather than to pest attack

   • c **Comparing** the findings with those of other studies – Present Simple

      *This is consistent with* earlier findings suggesting that first language affects the rate of progress in second language teaching
Study Task 12

The extract below comes from the Discussion section of Tony’s TEAM study, and deals with the data shown in the table in Supplement 10.

Try to match each sentence with the Discussion components (Stages 1, 2, 3a-c) shown on the previous page.

Results and Discussion

Table 12 presents the results achieved at matriculation by Master’s students when grouped by their eventual academic outcome.

It is clear that the Listening section of TEAM produced the clearest differentiation among the three outcomes, with a mean interval of roughly 10% (rounded to 68% for students achieving Master’s passes, 58% for those with Diploma passes, and 48% for those who failed).

The fact that Listening is the best predictor of students’ academic results is rather surprising.

One might have expected that, since assessment is based mainly on written work, tests of reading and writing would predict students’ course performance better than a test of listening comprehension.

It seems likely that the link between listening and outcome is indirect.

Students who, in the first term of a one-year course, have difficulty following lectures are likely to achieve only a partial understanding of the content of the course and may never catch up during the rest of the year.

This may be reflected in their performance in assignments and examinations.

Interestingly, North American research suggests that listening ability is a strong influence on a student’s academic success even in the first language; Conaway’s extensive survey (1982) found that poor listening was a more significant factor in academic failure than poor reading and low academic aptitude.

My analysis of TEAM scores suggests that listening ability (as measured on this test) may be a key to academic success in a foreign language, too.

adapted from Lynch (1994)
BIBLIOGRAPHIC PRESENTATION

Bibliographic conventions vary from field to field (and also within fields). It is conventional in many subjects to place bibliographic details of all cited sources in a list entitled References (or Bibliography) at the end of the paper. The list is ordered either alphabetically by first author’s surname, or numerically (the Vancouver system). An alternative system is used in some disciplines such as architecture and certain branches of law, in which full reference details are given in footnotes.

If you have not already been given information by your department about the format for presenting references, ask whether there is a stylesheet for course assignments.

Details of the most usual reference formats can be found in Appendix B of the Harvard on-line document, Writing with Sources, which we referred to in Supplement 5: http://www.fas.harvard.edu/~expos/sources/.

The following pages (on the American Psychological Association and Colombia University websites) give more specific guidance on documenting on-line sources:

http://www.apastyle.org/elecref.html

http://www.columbia.edu/cu/cup/cgos/idx_basic.html

Below is a stylesheet used on one Edinburgh programme of study, which you may find useful to refer to if your own programme does not issue guidance.

Sample bibliography entries, organised by source type

BOOKS

1. one author

2. two authors

3. three or more authors - see (2). List all the authors, i.e. not just the first one followed by et al.

4. second or subsequent edition

5. edited volume (one editor)

6. edited volume (two or more editors)

7. no named author or editor
PAPERS IN EDITED COLLECTIONS

8. paper in volume listed elsewhere in your bibliography
James, K. 1984. Mr Suleiman, the buttoning of cauliflowers and how I learnt to love the abstract. In James (ed.) 1984: 58-68.

9. paper in volume not listed elsewhere in your bibliography

JOURNAL ARTICLES

10. one author

11. two or more authors - see (2), (3) and (10) above.

NON-PRINT SOURCES

12. WWW document

Lasarenko J. 1996. Collaborative Learning in a Networked Classroom. WWW document. E-mail jane@wtamu-aphrodite.wtamu.edu. Accessed 11/10/03.

13. videorecording (published)

14. audiorecording (published)

UNPUBLISHED SOURCES

15. unpublished conference paper

16. unpublished manuscript

17. unpublished thesis, etc.

18. course lecture handout
Study Task 13
Below is a British student’s project bibliography. How many items are completely correct and consistent with the stylesheet examples you have just read?

<table>
<thead>
<tr>
<th>REFERENCES</th>
</tr>
</thead>
</table>
COMMENTARY on the Study Tasks

These notes will help you to use Supplements 1-12 independently of the tutor or other students.

Study Task 1 - Sample essays

Essay 1 is better. The writer signals the structure (four areas, defined in paragraph 3 and each clearly marked off as a paragraph) and then draws a relevant conclusion. The examples cited are all relevant to developed countries.

Essay 2 is less well structured. The Sao Paulo example is not relevant to the title. The logic of the penultimate paragraph is not clear: Why are the poor deprived of a place to live and feed themselves? (The gap in the logic here is discussed in Unit 1). The final paragraph deals with the question of rich/poor differences in developing economies, which is not what the essay title requires.

Study Task 2 – Sample Introductions

We rate these three students’ introductions as 2 (most effective), then 1, and last 3 (least effective). However, even Intro 2 could still be improved. The student hasn’t made her argument clear; some of her linking word are odd:

• ‘Thus’ should indicate a consequence, but she seems to be giving a reason for 1a.
• ‘Likewise’ should mean ‘similarly’, but she appears to mean something like ‘moreover…’.
• finally, ‘In any case’ does not make sense here.

(Study Task 3 is an open question)

Study Task 4 - The Contents Page

The student who produced the first Contents page has made a greater effort to make the page reader-friendly. Here are some of the differences between them.

• Numbered sections and sub-sections help the reader to see the overall structure at a glance. It also enables the writer to refer easily to other parts of the text.

• It is worth remembering that the Contents page functions as an index as well as an introduction for your readers, so a complete list of page numbers (listed at the right-hand margin) will enable them to look back to a section quickly.

• The way the first student has indented the titles of sections (1, 1.1, 1.1.1, etc) helps show the overall relationship between sections and subsections.

So, overall, the second Contents page is less clear, less correct and less consistent.
Study Task 5 – Citation techniques

Summarising involves comprehension, digestion and synthesis of others’ texts. Using quotations does not necessarily indicate full understanding. For this reason, a student who summarises ideas from source materials is regarded – in Britain - as demonstrating greater ability than one who (only) uses direct quotations.

Study Task 6 – Citation techniques

1. Because it has been grammatically integrated into the authors’ sentence. (If it had followed a reporting verb, it would have been preceded by either a colon or comma, and the word ‘learning would have had a capital L). 
2. They are scare quotes, emphasising (in addition to the word so-called) that the connectors are not really interchangeable, although some people may claim they are. 
3. The original text contained a word/phrase (e.g. a pronoun) that would not have been understood outside its context. 
4. To show that the underlinings in the quotation were not in the original; I put them in to highlight the points that I wanted the draw to my readers’ attention.

Study Task 7 – Plagiarism

It could be for any of these reasons:

- the students’ educational culture at home is one where students read and report what authorities have said (cf. the first extract)
- they did not have enough background knowledge to criticise
- they lacked the appropriate English vocabulary to express criticisms.

Another possibility is described by Pennycook (1996: 233):

‘One interesting issue that was raised concerned the distinction between plagiarising ideas and plagiarising language. The problem, as one student put it, was that the ideas he was discussing were clearly not his own, so if he took the ideas but rephrased the language, he would be plagiarising ideas but not words. To him, it seemed almost more honest to simply keep the language the same and leave the ideas’.

Study Task 8 - Abstracts

Possible version (60 words - perhaps too short?):

Abstract

This study focuses on connector usage and analyses sample essays from the ICLE corpus of learner English to test the hypothesis that learners over-use connectors. Quantitative results do not support the hypothesis, but qualitative analysis yields evidence of overuse and underuse of individual connectors. We conclude that learners should be taught the complex behaviour of individual connectors, using authentic texts.
Study Task 9 – Noun chains

1. Their late arrival in Edinburgh was due to misinformation from the department.


3. The 1994 rail nationalisation reduced some regional profits.

Study Task 10 – Criticism

This is an open question. However, it is worth pointing out that Brookes and Grundy refer to ‘some academic communities elsewhere’, so they are not saying that the situation is black-and-white, or that Britain is right and other cultures wrong. In other words, they are adopting a relativist view of academic cultures: they would say that local conventions are appropriate, rather than correct.

One possible objection is that Brookes and Grundy may be confusing **undergraduate and postgraduate** writing. It could be that to some extent the difficulties that international students report in adjusting to the expectations of British academics are due to their thinking/writing in the way that they did for their first degree at home. This would suggest that British postgraduates, too, have problems of adjustment.

Another possibility is that non-native students interpret the instruction ‘Evaluate…’ as ‘Say what is valuable in…’, rather than ‘Comment critically on…’. In other words, it could be a **linguistic** difficulty.

Study Task 11 – Interpreting data

An open question – but you can read Tony’s interpretation on page 18 of the Supplementary Materials.

Study Task 12 – Interpreting your own findings

Our answers: Sentence 2 = 1; sentence 2 = 2; sentence 3 = ??; sentence 4 = ??; sentence 5 = 3b; sentence 6 = 3b; sentence 7 = 3b; sentence 8 = 3e; sentence 9 = 3a.

As you see, we are not sure how to fit sentences 3 and 4 into the checklist.

Study Task 13 – Bibliographic presentation

Only the first item (Bygate) is completely correct.

- **The Jones** item is missing *Cambridge* before *University Press*.
- **Long** should have the editors’ names before the book title, and page numbers are missing.
- **Nolasco & Arthur** should have *Oxford* instead of *UK*.
- **Richards** - see comments on *Long* (above).
- **Richards & Schmidt**: editor’s name, and page numbers, missing.
- **Rivers & Temperley** has correct publication details, but incorrect capitalisation in the book’s title (articles and prepositions shouldn’t have capital letters).
- **Swain** - see comments on *Long*. 
SAMPLE INTERNET ESSAY 1 (student, 2004)

**How Beneficial Is The Internet for Students on Master’s Degree Programmes?**

Nowadays, students find more and more of their researches are required to do on the Internet. Some may take good advantage of Internet resources, while the others still prefer the traditional way of doing research. However, there has been much interest recently focused on the bad side of the Internet, such as misuse of the resources and plagiarism. In my point of view, Internet resources must have some characteristics that traditional resources cannot take the place of. What’s more, critics are professors and educational specialists in most cases, not students. My purpose is to give some useful indications from my own experience as an MSc Economics student by describing the advantages and disadvantages of using Internet resources.

Compared to traditional library resources, Internet resources have three generally accepted advantages: Easy access, instant access and up to minute update. Beside this, there are advantages derived from the format of the resources: Internet resources save paper and can be preserved permanently. As an MSc Economics student, I find there are more advantages in practice if using Internet resources properly.

First of all, the Internet is always a good place to get started. Writing an essay is often a painstaking task and sometimes you will even get stuck in choosing an appropriate topic. If it is really a problem, using a search engine by typing in several simple keywords about the topics in mind will give you some rough pictures. It is rather like a “brainstorm” that you will find thousands of opinions and ideas for a single topic, which may reflect how “hot” the topic is, how many people have similar idea with you and how much resources on Web you can make use of. Through comparison, you will find how valuable a topic is or is not.

When a topic is selected, the next step is to seek professional help and turn to electronic resources such as e-journals and e-periodicals for reference. Reading on computer perhaps not quite comfortable, but as a tradeoff, you can make marks on these e-books while doing this will never be permissible on print in the library. Moreover, as more and more researchers begin to use Internet resources, you will find a lot of articles on journals and periodicals have Internet hyperlinks as reference in their bibliographic, those you can turn to by just mouse clicks. To make the full use of the Internet, you can also exchange ideas with the author or ask questions via email. In a word, the Internet provides everything you need in reading, not only the reading materials, but also other convenience like the search engines, electronic dictionaries, communication tools and quick access towards other materials. This may refer to “one stop reading”, as in marketing area, “one stop” service means providing relevant merchants in one allocation such that customers can buy all they need by one visit.

The Internet also facilitates the process of collecting data. As MSc Economics students, we often need to use statistical data of Macro economy in Econometrics models. Sometimes, different data are in different statistical yearbooks, which may take us a lot of time looking it up. But with the Internet, things get much easier. In some open-to-public online database, which often belong to
professional organization or governmental statistical department, you can find very detailed statistical data, most of which are indexable and formatable, some are in table and can be imported in to Excel. some are seasonally adjusted, others even include graphics for visual comparison.

As the prelude of writing essays, the Internet is also a good place to develop academic interest. As MSc Economics students, we can get up-to-date financial and economic information through online newspapers, make friends with same interest on internet bulletin board system and visit the homepages of famous economists we like for information: their bibliography, works and recent studies. For instance, the 1999 Nobel Laureate in Economic Sciences Robert A. Mundell has a homepage hosted by the University of Columbia, [1], on which you can read some of his major works like “International Economics, Robert A. Mundell, New York: Macmillan, 1968, pp. vii-xi”. There is also a separated website providing information of all his works [2], where you can find e-books for most articles, lots of which are not free, though.

The sharable feature of Internet resources is worth commending as well, as it releases the pressure on resources. Library may need to provide more than one duplicates for some “popular” book, while one in electronic format can make it possible for hundreds of people reading in the meantime. The copyright is no longer a big concern because methods to restrict readers and control the right to download and copy have been developed.

However, without guidance, the ease of access to Internet resources may become a problem. The main problem, especially to MSc students, could be concluded into three aspects: inefficiency in looking for resources, difficulty in evaluation them and inappropriate use of them.

For the first problem, a lot of cases about inefficiency in looking for resources are caused by the characteristics of hyperlinks and search engines. According to the Internet Detective [3], an interactive tutorial on evaluating the quality of Internet resources, “hyperlinks might take you to the front page of a site but they are more likely to take you to the middle of a site” and “search engines can index much more than the front page of a resource, so they may take you to a page deep within a resource”. Besides the characteristics that the hyperlinks have no orientation and search engine lack of accuracy, the cyberspace is also a place full of advertisements, invalid links and undated web pages, which made itself a by-word of time-consuming.

The second problem is mainly caused by the nature of Internet resources compared to traditional library resources. A researcher of the University of Toronto [4] made a comparison of this and found that the advantages of library resources are that they "have almost always been thoroughly evaluated" and "systematically catalogued and cross-referenced". This is persuasive in that it identifies how library resources differ from Internet resources. In most academic periodicals, such as the Econometrica and the Economic Review, there is a prudent system of screening, reviewing and amendment on the manuscripts they received, and such process is always through some independent academic researchers in same interest. While on the Web, the researcher observed, there is no such “peer view” to control the quality of the articles. If students don’t know how to valuate the resources, there will be a big problem. However, the author is less convincing in claiming that, “there are no agreed-upon standard ways of identifying subjects and creating cross-reference [on the Web]”. Actually, most e-journals and e-periodicals are just the same as printed ones in the Library, which are in the way the subjects are identified and cross-referenced and they differ only in the format.
The third problem, always known as plagiarism and cheating on the Internet, can lead to a serious outcome. How serious the problem is? If we refer to Plagiarism.org [5], the online resource for people concerned with the growing problem of Internet plagiarism, there are surprising statistics: “A study by The Center for Academic Integrity found that almost 80% of college students admit to cheating at least once.” And “according to a survey by the Psychological Record 36% of undergraduates have admitted to plagiarizing written material.” On one side, the characteristics of the Internet have made plagiarism easier than ever and even more difficult to be identified. On the other side, the “online cheating service” arises with the invention of the Internet. There are “hundreds of online paper mills that exist solely for the purpose of providing students with quick-fix homework and term-paper solutions”, in words of Plagiarism.org.

The essay was intended to discuss how beneficial the Internet is for students on master’s degree programme by weighing the advantages and disadvantages of using Internet resources. Although I quite agree that Internet resources have advantages on selecting topics, referring to electronic materials, collecting data and developing academic interest, I have to admit that inefficiency in looking for resources, difficulty in evaluation resources and inappropriate use of resources would turn the whole thing upside down. In the essay, cases from self-experiences are included, as to give some indications on an efficient and proper use of Internet resources. However, fewer new ideas are given on discussing the disadvantages especially on plagiarism due to limited study on this aspect. Last but not least, the Internet is just a format of resource. There is no right or wrong with the resource, but it matters how you do with the resource. Using properly, there will be a lot of convenience for our research and study.

References


SAMPLE INTERNET ESSAY 2 (student, 2005)

The advantages and disadvantages of using the Internet for Master’s degree study

Using computers (the benefits of using the Internet by students doing a Master’s degree) is no longer mere fantasy. Internet resources give some useful indications. What is more, the Internet is always a good place to get started. There has been much interest recently focused on the good side of the Internet. Students who do research are required to search the Internet. Therefore: there is serious concern about misuse of the resources and plagiarism. Nevertheless, as it happens with all technologies, there can be advantages and disadvantages for using them.

Using the Internet for a Master’s degree study is no exception. This is why I am going to analyse the ‘fors’ and ‘cons’ in this paper. First, a comparison between the traditional library and Internet resources will be offered; Secondly, brief advantages and disadvantages of using Internet resources in a degree study will be presented; thirdly, an attempt will be made to explain the misuse of resources and plagiarism; finally, I will go on to consider some common problems and tips.

It is not the purpose of this study to deal with other fields of research, but rather to practise to learn how computers can help one’s Master’s degree study. The initial resources used for this paper were focused on the use of Internet for theological studies. In order to widen the perspective on the advantages and disadvantages of using the Internet, some articles about the use of Internet resource in other academic and non-academic fields have been used.

It has been pointed out that in comparison with the traditional library resources, the Internet ones have generally accepted advantages: they are easily and instantly accessible and make one save an immense amount of time. Beside this, there are advantages derived from the format of the resources: Internet resources save paper and can be preserved permanently. As an M.Th. student, I consider that both the Internet resource and the Library ones are extremely valuable and they complement each other.

The Internet is continually evolving. Hilary Coombes1 (2001,121-122) has been discussing ‘pros and cons of online interviewing’ In her opinion, there are a number of methodological and technical difficulties but these must be balanced with the clear benefits that the use of internet can bring. Among the advantages that are mentioned there are: the lack of geographical boundaries in searching resources, the possibility of seeking out people with specific interests who are more likely to reveal certain information online rather than in a face-to-face situation. Furthermore, it is easy to find resources by searching the Internet because it reduces ‘time’ and travelling problems. Lastly, it is still a comparatively new source which people are more enthusiastic to discover/use.

In my view, source research on a topic will definitely need the use of computers in libraries in order to find out what other contributions have already been made in the

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area that you are researching. Additionally, using the Internet allows one to gather an abundance of useful data that may have been recently published. This will enrich the findings of your personal research.

In the article 'Internet for Religious Studies' Jeff Dubberley refers to advantages of using the Internet but makes some clear delimitations to the use of Internet as a solid source of reference for a particular field of study. Thus he considers that researchers has to distinguish among different types of resources and identify the key ones for his own field. Secondly, a critical evaluation of Internet resources should be made in order to identify the quality of the information, to identify particular issues of information in that field. Following this, one should use critical thinking to improve the value one gets from the Internet.

Thirdly, before making use of Internet material a researcher should check on as the owner of the information, the type of resource, the time when the information was written, the site on which the information was stored, and the purpose of the publication of the material.

In one's master's paper 'The Internet Skills of MBA students and Business' Marybeth Hessin Grinnan (1995) points out another advantages such as most of faculty and students in his/her survey revealed that they also identified the Internet as a training, access, and their own job search.

Referring to major disadvantages of using the Internet as a source for academic study, Bryan Greetham suggests a "six-point code" about how to organise yourself to lessen the chances of plagiarism. He considers that plagiarism is the worst academic dishonesty against which a researcher must take action by distinguishing own ideas from ones found in resources by paraphrasing or quoting and by specifying the exact source and date of access.

Similarly, there are other common pitfalls to avoid when using the Internet such as wasting time with inefficient search strategies, losing valuable sites because you forget to add them to your "Bookmark" or "Favourites", degrading your work by citing misinformation, paying money for something you could have got for free, plagiarising other people's work, forgetting that appearance can be deceptive.

Also there are some common problems: the cost for accessing the web for long periods from home, the time it takes to hunt round sites looking for what you want; the frustration of not having that extra bit of software that would enable you to download the video clip, sound file or full text of a paper. Some tips on evaluating online resource are: always try to verify information, think of the Web as a supplement rather a replacement and be selective and always reference your sources.

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2 http://www.vts.rdn.ac.uk/tutorial/religion. Accessed 10/11/05
3 http://ils.unc/~cervd/mbody.txt Accessed 1/12/05
5 Ibid (?sid=6370278&op=preriew&manifested=106&itemid=9913).
The aim of this paper was to point out the advantages and disadvantages of the Internet as a resource for students on a Master's degree programme. To sum up as an M.Th. student, I find there are obvious advantages in using Internet resources. In one introductory tutorial, we have been offered a wide variety of resources by accessing the Internet for research in Theology. From primary resources such as original texts, transactional commentaries of religious and cultural groups to secondary resources – electronic essays, journals, encyclopaedic material, to gateways – web pages that lead to other resources and newsgroups, discussion lists, religious organisations and scholarly associations sites.

All in all, although I quite agree that the use of Internet provides access to a great range of resources, because anyone can publish on the Internet, one needs to be sure that the information you find is reliable, accurate, and up-to-date. There is also no right or wrong with the resource, but the researcher need to decide how to use it correctly.

References


6 Ibid. (?sid=6370278&op=preview&manifested=106&itemid=9913) Accessed 10/11/05.
What are the benefits and risks of using the Internet as a source of information when writing an assignment for Master’s programmes?

The Internet is all around us. Today’s youth is known as the so-called ‘internet generation’, using the Internet for many purposes, from leisure to academic research. The latter is common practice for students when writing assignments, as the Internet is both fast and easily accessible. However, this practice is often criticised within the academic environment. Most lecturers seem to be rather reluctant about the use of the Internet for academic purposes. They agree that this source should be used with due care, because of risks of, for instance, misuse and inaccuracy of the information found.

The aim of this paper is to look critically at the Internet as a source for academic writing. As I am doing a Masters degree, I will exclusively refer to written assignments for Masters degree programmes. My study is based on the assumption that students on Masters programmes see more benefits in the Internet as a source of research than their lecturers. An attempt will be made to analyse to what extent the Internet is a useful source, and to give a possible explanation for, or a valid argument against, the reluctant attitude amongst their lecturers.

First, I will discuss the general benefits of the Internet, followed by an overview of the general risks. Then I will analyse the awareness and perceptions Masters degree students may have of the Internet as a source in academic writing and the general opinion of those who are teaching on Master programmes. Subsequently, I will discuss how the use of the Internet in this context may be improved, in order to satisfy both students and teachers. Finally, I will come to my conclusion.

Benefits

The general known advantages of the Internet are as follows. First, the Internet is an easy and familiar source to consult. Griffiths and Brophy (2005) found that familiarity is one of the most important reasons why students choose the Internet to search for
information. Second, the Internet provides instant access to resources. Students are able to find information on any topic in just a second. Therefore, less time is spend on doing research, as searching on the Internet is faster compared with the use of traditional library resources. This becomes very clear when the availability of various search tools, such as Google, is taken into account. Third, the Internet supplies up to date information which for example textbooks are not likely to contain.

**Risks**

However, there are a number of risks to be cited. First, information on the Internet may not be accurate. Web pages have not undergone a rigorous screening process like the resources in a library (Stapleton, 2005). Second, there is the risk that students might use information without being able to track down the exact source. Therefore, students are likely to write in a way that is not academic or, even worse, to plagiarize. Third, the information may be affected by bias.

In his paper, Stapleton (2005) mentions this last risk as one of the most important ones. The use of search engines on the Internet may persuade learners to search in a direction which is controlled by bias. Stapleton (2005, p.137) notes: “No one has the time to probe through thousands of screenfuls of information; therefore, if the first few pages of results have a bias towards a given ideological position, it is possible that a certain agenda could persuade the reader in a direction that is disproportionally represented. This is especially the case for L2 students who have less of a grasp of English, or those who may have been raised in a culture where there is said to be less of a critical mindset (Ramanathan and Atkinson 1999: 61).”

I fully agree with the fact that this risk, which sounds very plausible, plays a crucial role in the problems concerning the use of the Internet as a source for academic writing. However, my reservations are to do with the statement that that especially those who have less knowledge of English or a less critical mindset are facing the risk of being persuaded. In my view, all unaware learners equally face this risk, regardless of their level of English. Therefore, any Master degree student should be most cautious about being influenced by bias on the Internet.

**Awareness and perception of Master degree students**
In the vast amount of research on this topic it is frequently shown that Internet sources are increasingly used by students. Most students tend to choose the Internet as the first source to call upon for their research (Griffiths and Brophy, 2008). The behaviour of students has been expansively discussed by authors and it is interesting to outline the awareness and perceptions on the use of Internet sources that Master degree students might have.

It is observed that postgraduate students make more use of library catalogues and other information systems then undergraduates (Griffith and Brophy, 2005). However, research also shows that their searching skills vary and that students will often assess themselves as being more skilled than they actually are (Griffiths and Brophy, 2005, p.3). This might equally be true for Master degree students, but I would like to make a comment on this.

Concerns of lecturers

A reason for concern of teachers might be that any student, even Master degree students, risks erroneously using Internet information. However, I think that postgraduate students, as they are more mature in their academic life, are conscious of the fact that the Internet should not be chosen as a source of research over and above library resources. Moreover, given that Master degree students are often well introduced to the use of library systems, it is even likely that they give preference to these systems. They are aware that the information that can be found using a library catalogue is more adequate for the expected assessment they have to hand in, than the information they would find on the Internet.

Proposed solution

However, where the risk of using the Internet in a wrong way is still at stake, a solution for both sides might be to make Master degree students aware of those risks and to teach them how to use the Internet in a ‘academic-proof” way. Stapleton (2005) has proposed a pro-active approach from teachers, describing some practical steps that teachers can take to introduce and enhance Internet literacy. Badke (2008) gives
students a guidance for determining whether information found on the Internet is “good or bad information” (Badke 2008, p.115)

Taking into account both benefits and risks of the Internet, it is clear that this source for academic writing should be consulted with due care. Students may benefit from the easy and instant access to a vast amount of information, but they also need to make sure that information found is accurate and traceable. Although Master degree students may be regarded as rather careful, research shows that also more mature students are likely to be persuaded by the risks of the Internet. Therefore, it might be helpful if lecturers or other persons involved at the university will introduce their students to the correct use of the Internet as a source for academic writing. When Master degree students take due care, I think the Internet is a good starting point. It may also be a sufficient source in addition to library resources to track down the most up to date information on a subject which a student is writing an assignment on.

List of references
(This is shown as the student set it out. Can you identify the mistakes she has made?)

Griffiths and Brophy 2005

Stapleton 2005

Badke 2008