

# DEVELOP EAP

## A SUSTAINABLE ACADEMIC ENGLISH SKILLS COURSE



**SUSTAINABLE DEVELOPMENT GOALS**

**17 GOALS TO TRANSFORM OUR WORLD**



**AVERIL BOLSTER  
& PETER LEVRAI**



*Develop EAP*

## About the course

Develop EAP: A Sustainable Academic English Skills Course is an innovative course designed for use by pre-sessional or in-sessional university students. Its content is based on the UN's Sustainable Development Goals (SDGs), a rich resource which is engaging for learners of all disciplines. In addition to developing students' academic and soft skills, the focus on the SDGs will encourage students to consider their role as responsible 21st century global citizens.

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## About the authors

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*Develop EAP*

# UNIT 1 : WHAT TO EXPECT

## Welcome

Develop EAP is an English for General Academic Purposes (EGAP) course that will help you to develop the language and other skills that you need in order to study or work in an English-medium environment. At the end of this course, you will be able to:

- express yourself appropriately in both written and oral academic discourse
- apply critical thinking to analyse oral and written texts and develop academically sound arguments
- organize and apply research strategies to find and evaluate sources to use for academic purposes
- demonstrate collaborative skills in multidisciplinary groups
- develop associated academic practices and soft skills, such as goal-setting, self-reflection and time management

As you can see, the course isn't so much about how good you are at English but rather on how you use the language you have in an appropriate way at university. You might have the highest level of English in the class but if you don't apply your language appropriately, you will not do very well. You're going to be doing some things you may not have done before, such as decide if an article is trustworthy or write an essay in a group, and some of the work will be challenging.

## The 4 Cs

This course will also help you develop the 4 Cs of 21<sup>st</sup> Century Learning, which are core skills that will help you both at university and later in life. Work with a group to decide why each of the four skills is so important and make note of your ideas below.

Critical Thinking

Communication

Collaboration

Creativity

## Your attitude to study

Think about yourself and your attitude to study then answer the questions below.

1. Do you consider yourself a successful student? Why/Why not?
2. How do you feel about students who are better than you?
3. How do you feel about getting feedback from others?
4. What do you do if something is really difficult?
5. Do you like taking risks?
6. If you work hard at something, will you improve?
7. How do you feel if you make a mistake or fail at something?

Now watch the TED talk by Carol Dweck talking about challenging education and make notes below.



Dweck, C. (2014 October). Carol Dweck: Developing a growth mindset [Video file]. Retrieved from <https://www.youtube.com/watch?v=hiiEeMN7vbQ>

Now discuss the following questions.

- Do your answers to the previous questions show you have a fixed or growth mindset?
- How do you think someone can develop a growth mind-set?

## Academic culture

New students have to learn new knowledge, skills, attitudes, values and ways of behaving, that is, they have to learn a new academic or university culture (Brick, 2006).

### Getting to know university life

You may have already discovered that being a university student is very different from being a high school pupil. The teachers (or tutors, lecturers and professors) will have different demands and expectations of you. In addition, you will carry out different types of study, tests and assignments and in order to be successful, you will have to develop your study style and way of thinking. Below are some typical activities or requirements at university. Can you match them to their definitions on the right?

University activities / requirements		Definitions	
1	Lecture	A	A gathering of students who meet regularly to discuss research and reading under the guidance of a faculty member.
2	Tutorial	B	Writing down the key points of something you listen to or read.
3	Seminar	C	An academic piece of writing in which you show your own argument based on what you have read.
4	Independent study	D	A collection of student work, e.g. documents the student has written, that can be used for assessment.
5	Study group	E	Read and investigate different sources in order to find the facts and reach a conclusion.
6	Note-taking	F	A gathering of students who meet together to discuss a shared interest or particular topic.
7	Research	G	Prepared speech based on reading of sources in order to show findings and a conclusion.
8	Portfolio	H	A formal talk given by an expert, usually to students.
9	Essays	I	Taking control of one's learning by being motivated and making choices to do more than simply what the teacher tells you to do.
10	Oral academic presentation	J	Hands on and results orientated session where students work in small groups on their project
11	Workshop	K	A period of instruction given by a university tutor to an individual or very small group.

Now go to the Prepare for Success website and complete the exercise about ways of being taught at university - [http://www.prepareforsuccess.org.uk/ways\\_of\\_being\\_taught\\_on\\_your\\_course.html](http://www.prepareforsuccess.org.uk/ways_of_being_taught_on_your_course.html)

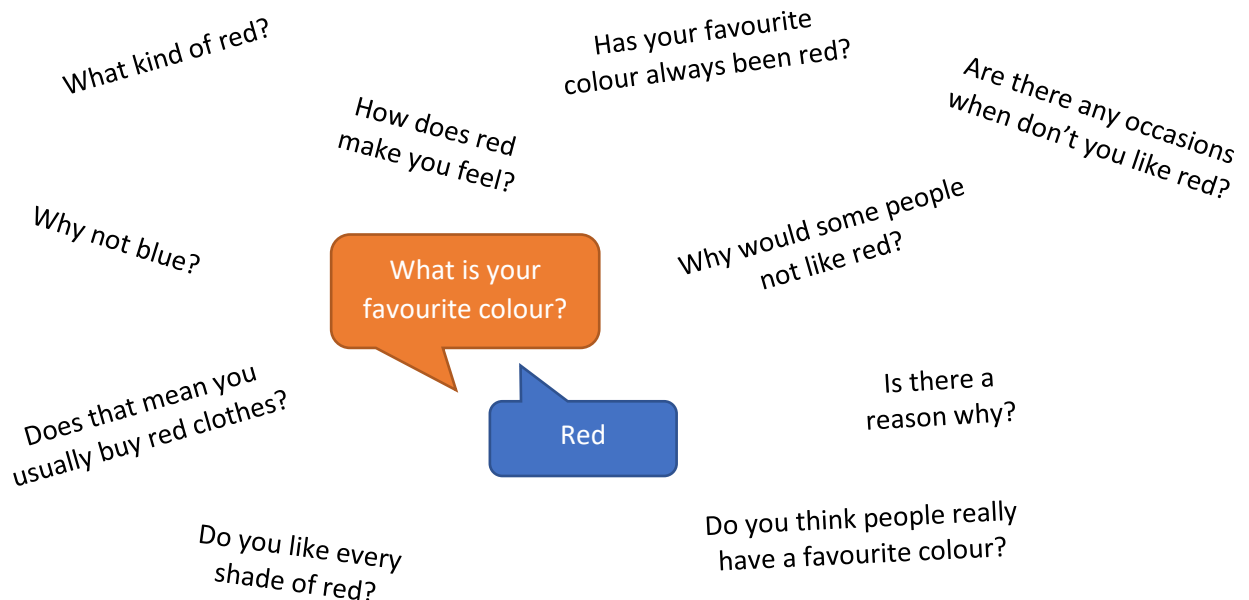




### Discussions at University

You will be taking part in a lot of discussions in university. Discussions are a way to expand and **deepen** your understanding of a topic.

It's important to realise a discussion is never finished – there is always another question to ask, another way to look at a topic. Look at how many questions can come from a very basic topic.



An academic conversation has **depth**. You are trying to explore the reasons behind something and find different perspectives.

Work with a partner to discuss these topics. Make note of all the questions that come up.

What do you study?

What job would you like?

Compare your questions to those asked by another group.

- What are the most interesting questions?
- What makes them interesting?

### The topic of this course

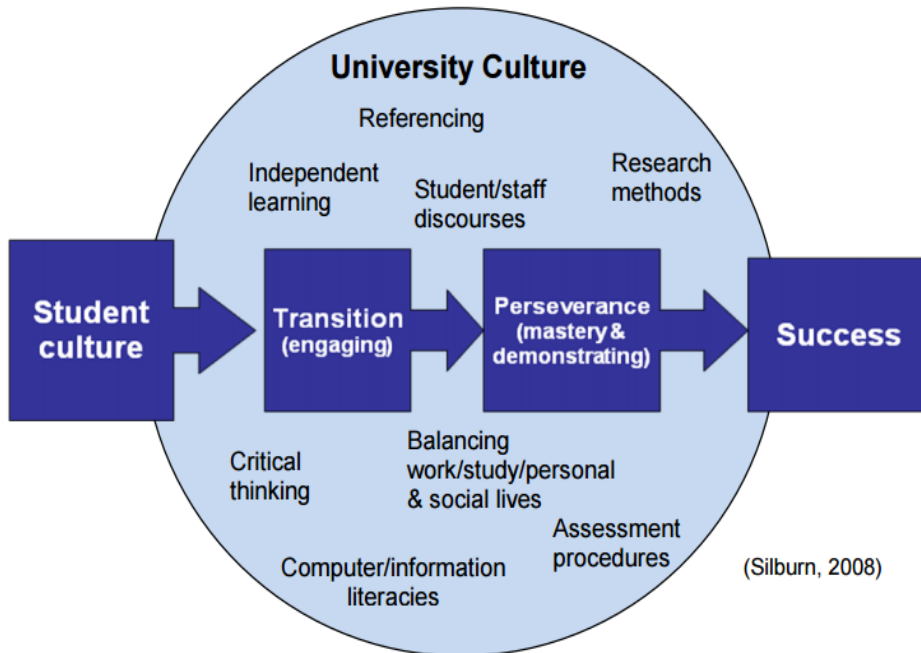
During this course you will be exploring the United Nation's Sustainable Development Goals (SDGs). What do you know about them already?



**SUSTAINABLE DEVELOPMENT GOALS**  
17 GOALS TO TRANSFORM OUR WORLD

**Common features of university or academic culture**

In the circle are some of the features of university culture that might be new for you. During your university career, you will undergo changes in order to become a successful scholar.



**Transitioning to university academic culture**

What can students do to increase their success at university? Complete the sentences with the words in the box in order to get some tips.

Communication Centre	extra-curricular	Affairs Office	Discussions
interaction	learning	tutorials	lectures
			Community

1. Attend ..... and ..... on campus and online.
2. Have productive ..... and ..... with peers in class, online and in discussion forums.
3. Interact with support staff, for example, English Writing and .....  
....., ICTO and Student .....
4. Participate in ..... activities such as university sports teams, social clubs and residential colleges.
5. Use ..... resources (online resources including library resources).
6. Think of the university as a ..... you belong to, not just as a campus or website you visit, or a course you are doing.

**Online Extension** - Now go to exercise 2 on the Prepare for Success website and complete the activity about the differences in university study.

[http://www.prepareforsuccess.org.uk/differences\\_in\\_university\\_study.html](http://www.prepareforsuccess.org.uk/differences_in_university_study.html)



## The importance of critical thinking

At university you will hear a lot about critical thinking. This does not mean you have to disagree with or criticise everything but it does mean you need to question things. Critical thinking is about asking questions. Asking what is being said, who is saying it, why they are saying it and what you aren't being told.

It's important to remember that thinking critically is nothing new. Critical thinking is something you frequently do in your everyday life; it is not something that is new to you or something that you don't know how to do yet. Look at the everyday activities listed below in the exercise adapted from James, Scoufis, Farrell & Carmichael, 1999 and the University of Woolongong. Which of the activities involves critical thinking?

Everyday life activities	Involves Critical Thinking	Does NOT involve Critical Thinking
Choosing courses at University		
Brushing your teeth		
Moving out of home		
Deciding between several job offers		
Selecting a phone or internet package		
Swimming		
Doing this exercise		

### Critical thinking exercise

To test your knowledge of critical thinking, complete this short exercise - [http://www.prepareforsuccess.org.uk/critical\\_thinking.html](http://www.prepareforsuccess.org.uk/critical_thinking.html)



### What is good?

When you are thinking critically you need to **understand** and **evaluate**. How would you decide if someone is:

- a good student?
- a good friend?
- a good person?

### University of British Columbia Critical Thinking Video

Visit the University of British Columbia website and watch the video about critical thinking - <http://learningcommons.ubc.ca/student-toolkits-2/thinking-critically/>.



Now discuss this question and ask further questions:

*“What is critical thinking and why is it important for university study generally and your major specifically?”*

## Independent study

As a university student, you have a lot more responsibility for the study that you do. You are going to have to make decisions for yourself rather than relying on your teacher telling you what to do and when to do it.

Complete the quiz about studying independently -

[http://www.prepareforsuccess.org.uk/studying\\_independently.html](http://www.prepareforsuccess.org.uk/studying_independently.html)



Exercise

## Time Management

An important part of independent study is how you manage your time. You are going to have a lot of different assignments and deadlines in different courses. You need to start planning your time now so that you don't get to the end of semester with too much work to do and too little time to do it.

### A useful time management tool

When you are trying to decide which tasks you need to do it can be useful to use the Time Management Matrix by the business expert Stephen Covey. This will help you choose when to do things.

**Quadrant I:** Urgent and Important - Do it now

**Quadrant II:** Important but not urgent - Decide when to do it

**Quadrant III:** Urgent but not important – Don't waste time on it

**Quadrant IV:** Not urgent and not important - Forget it

	Urgent	Not Urgent
Important	<b>I</b>  <b>Manage</b>  "Fire-fighting"	<b>II</b>  <b>Focus</b>  "Quality time"
Not Important	<b>III</b>  <b>Avoid</b>  "Distraction"	<b>IV</b>  <b>Limit</b>  "Time wasting"

Where would you put these things?

Read for an essay due in three weeks	Play basketball	Practise a presentation due in three weeks	Telephone home	Preview material for a lesson tomorrow
Review material from a lesson today	Wash clothes	Socialise with friends	Play computer games	Read a book in English

Now think how you'd plan a day here -

[http://www.prepareforsuccess.org.uk/using\\_study\\_time\\_effectively.html](http://www.prepareforsuccess.org.uk/using_study_time_effectively.html)



Exercise

## Reflective thinking and writing (Part 1)

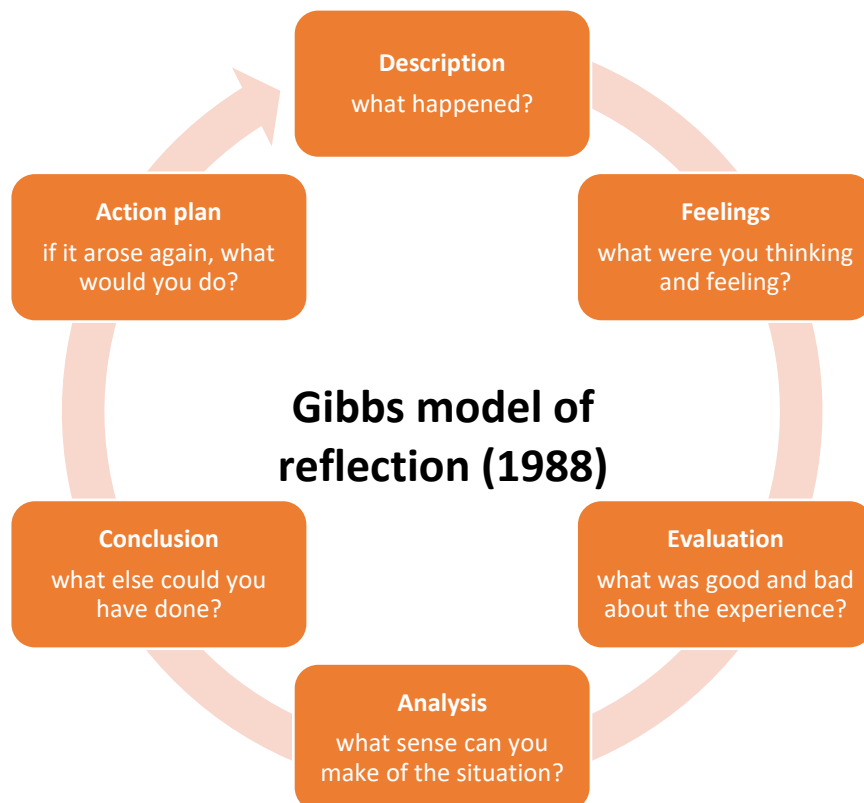
*“By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest.” Confucius*

Reflection (serious and careful thinking) is something that people do every day. The vignette below is a common example.

### Vignette

You miss the bus to come to campus and are late for your class. As you stand at the bus-stop waiting for the next one to arrive, you probably feel angry with yourself and try to analyse what happened. Perhaps you should have got up earlier, spent less time eating breakfast or walked faster to the bus stop (and not looked at your mobile phone all the way there). You conclude that if you had changed any of these actions, you could have caught that earlier bus and avoided being late for class. Tomorrow, things are going to be different.

This simple every-day scenario shows that reflective thinking is a part of life. At university, students are sometimes asked to reflect on their materials from lectures, their course, their own learning or practice. Near the end of semester, you will write a reflection about your individual and collaborative work during this course but that doesn't mean that you should wait until then to think reflectively. There are several models about reflection but a very famous one is by Professor Graham Gibbs (Gibbs, 1988) and a simplified version of this model will be used in your end-of-semester course reflection.

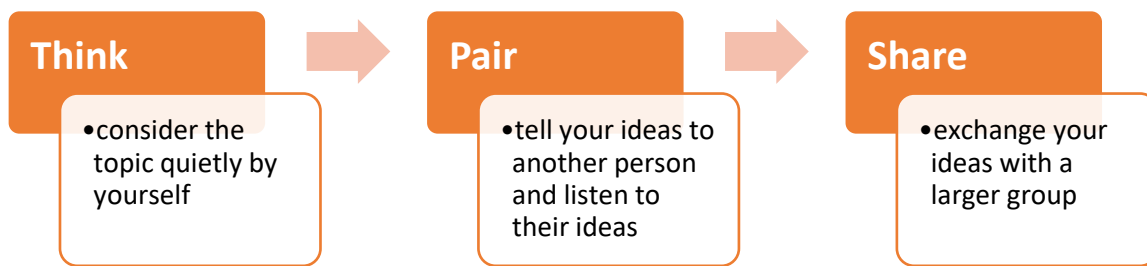


**Activity:** Think about something that happened to you at university during the last week. Reflect on the event using the questions in Gibbs' model and then tell the person sitting next to you about your experience.

# UNIT 2: WHAT ARE THE SDGS?

## Topic introduction

In tertiary level education it is important that you share your ideas with other people. Through sharing your ideas, you get to understand different perspectives and it helps you develop a better understanding of a topic. One way of doing this is through the Think-Pair-Share method.



Use the Think-Pair-Share method and consider what comes to mind when you think of the following word:

# HOME

- What words come to mind?
- What does home mean to you?

Now share your ideas with a partner and then the wider group.

Watch the short video from the United Nations (UN) website (<http://www.un.org/sustainabledevelopment/blog/2015/09/home/>) and discuss these questions.

- Did you have similar ideas about what home means?
- Do you agree with the video's ideas about home?
- What does the UN's concept of home mean to you?



## Understanding a topic

To understand a topic, you need to gather information about it. There are a series of videos on Moodle which will help you become familiar with the UN's Sustainable Development Goals and ideas associated with it.

### Using a video on Moodle

The videos in Moodle are part of a forum. This means you should:



Get started by watching this short video called *If 100 People Lived on Earth*. Before you watch, discuss what you think the video will be about.

Now discuss these two questions in small groups and with the whole class.

- 1) What is the purpose of the video?
- 2) What is the most surprising thing about the video?

The kind of discussion you have just had is the kind of discussion that could take place on Moodle with people sharing and developing their ideas.

## Reading Matters

Watching videos won't be enough for you to understand a topic thoroughly. As you are at university, you will also have to read a large amount. Some texts, or sources, will be more important than others so one of the important things to learn is how to focus on the information you really need to help you develop your ideas. You don't have to read everything with the same level of detail and understanding. This means you need some strategies for reading so you can read effectively and efficiently.

Effective reading means you will need to use a variety of different strategies at different times, depending on the type of reading you are doing. Some useful strategies you will often use are outlined below.

### Reading strategy I – skimming

When you skim a text, you are reading quickly to get a general idea about the topic. You're not reading in detail and not taking notes. The idea behind skimming is to:

- get an overall idea of the text
- decide if the text is worth reading in detail
- have an idea where important information is in the text

When you are skimming pay attention to headings and starts of paragraphs. The first or second sentence in a paragraph should tell you what the paragraph is going to be about.

The first thing you are going to read is a newspaper style article from The Conversation website which delivers news from the academic and research community. Although the articles are written by academics, they have much shorter paragraphs than academic essays. Skim the article which starts on Page 17 quickly and answer the following questions.

1. What is the article about?

.....  
.....

2. What are the Sustainable Development Goals for?

.....  
.....

3. What are the Millennium Development Goals?

.....  
.....  
.....



## Explainer: the world's new sustainable development goals

John Thwaites, 2015

- 1 *On September 25 world leaders will meet in New York to formalise the new Sustainable Development Goals. These 17 goals will guide efforts to reduce poverty and increase well-being, without destroying the Earth. The Conversation is looking at how we got here, and how far we have to go.*
- 2 Later this week, world leaders will gather at the United Nations in New York and adopt a set of Sustainable Development Goals to guide global development. Foreign Minister Julie Bishop will sign Australia up to an ambitious set of goals and targets that will apply to all countries from January 1 next year until 2030.
- 3 After a long negotiation process, the 193 member states of the United Nations have agreed to 17 goals and 169 targets that seek to do away with extreme poverty and hunger, promote economic growth and prosperity, improve health and education and protect the planet.
- 4 If that sounds like a lot of targets, it is, because the goals represent a very big programme and the culmination of extensive input from countries, non-government organisations, business and millions of ordinary citizens around the world. All countries including Australia are expected to use the goals in deciding their agendas and policies.

### What are they?

- 5 The Sustainable Development Goals aim to encourage countries and the private sector to focus simultaneously on the three dimensions of sustainable development: economic prosperity, social inclusion and environmental sustainability. Several countries, including Australia, argued during the negotiating process that peace and good governance are pre-conditions for sustainable development.
- 6 So there is also a goal (number 16) to “promote peaceful and inclusive societies”, and “build effective, accountable and inclusive institutions”.
- 7 Within each of the goals there are targets such as reducing by at least half the number of people living in poverty according to national definitions (goal 1.2) and reducing premature death from non-communicable diseases like diabetes by one-third by 2030 (goal 3.4).
- 8 Under the clean energy goal there is a target to double the rate of improvement in energy efficiency by 2030, and a specific goal to make cities more sustainable with targets to increase affordable housing and

access to sustainable transport (goal 11). Sustainable transport would include things like increased public transport and increased use of solar vehicles.

## Building on the Millennium Development Goals

- 9 The Sustainable Development Goals build on the Millennium Development Goals (or MDGs), which were agreed by governments in 2000 and expire this year. The MDGs focused on reducing poverty and hunger and improving health and education in developing countries.
- 10 The MDGs did not specifically address economic development or infrastructure and were not seen as relevant to developed countries. While one of the MDGs (goal 7) sought to ensure environmental sustainability, most of the focus under this goal has been on the target to halve the proportion of the population without safe drinking water or sanitation.
- 11 In some respects the MDGs have been phenomenally successful. They have helped focus the efforts of governments, aid organisations and philanthropists on reducing poverty and improving health and education in developing countries. The extreme poverty rate in developing countries has plummeted from 47% in 1990 to 14% in 2015.
- 12 Across the world, tremendous progress has been made in enrolling children in primary school, and even in Sub-Saharan Africa, primary school enrolment increased from 60% in 2000 to 80% in 2015. Real successes have been achieved in the fight against HIV/AIDS, malaria and tuberculosis and there has been substantial progress in reducing child and maternal mortality.
- 13 However the MDGs have been criticised as being too narrow and failing to link together the three dimensions of sustainable development: economic, social and environmental. Many of the challenges the world faces require a global effort from all countries, not just developing countries.

## How far have we got to go?

- 14 Despite the great advances in poverty alleviation and development, there are still around 800 million people living in extreme poverty or suffering from hunger. In some areas the world has gone backwards. In most countries relative inequality has increased.
- 15 Climate change, deforestation and environmental degradation now threaten to undermine future well-being and the development gains that have been achieved. Global greenhouse gases are now more than 50% higher than in 1990 and deforestation, desertification and collapsing fisheries threaten the livelihoods of some of the world's most vulnerable people.

**Your questions & comments**

- 16 The fact that all the world’s countries have been able to agree on a set of goals and targets for sustainable development – a sort of “to do list” for a better world is important in itself. As the Declaration accompanying the goals states: “Never before have world leaders pledged common action and endeavour across such a broad and universal policy agenda”.
- 17 The goals are a tremendous opportunity to spur government, civil society, academic and business action, and set benchmarks or standards against which they will be held accountable. Hopefully the goals will also increase public awareness of the need for sustainable development and mobilise networks of expertise to focus on finding solutions to the world’s key sustainable development challenges.

**Adapted from:**

Thwaites, J. (September 22 2015) Explainer: the world’s new sustainable development goals. Retrieved from <https://theconversation.com/explainer-the-worlds-new-sustainable-development-goals-47262>

**Reading strategy II – dealing with unknown vocabulary**

When you are reading a text, you may find a lot of new vocabulary. Some words will be central to the text. If you do not understand them you cannot really understand what the text is about. Other words will not be so important.

Find these words in the text. Do you need to understand them to understand the general meaning of the sentence?

	Need to understand	Not important to understand
ambitious (para 2)		
prosperity (para 3)		
culmination (para 4)		
dimensions (para 5)		
inclusive (para 6)		
premature (para 7)		
non-communicable (para 7)		
sustainable transport (para 8)		
sanitation (para 10)		
plummeted (para 11)		
tuberculosis (para 12)		
deforestation (para 15)		
pledged (para 16)		
benchmarks (para 17)		

If a word is important and you need to know the meaning there are a few strategies you can use.

- 1) **Explained in text** – for specific vocabulary you might find that the words are explained in the text if you just keep reading.

“... with targets to increase affordable housing and access to **sustainable transport**.” (para. 8)

If we look at the next sentence the text explains that sustainable transport includes things like more public transport and solar vehicles.

- 2) **Guess from context** – look at the sentence and think about the general meaning e.g.

“... Julie Bishop will sign Australia up to an **ambitious** set of goals and targets that will apply to all countries from January 1 next year until 2030.” (para. 2)

We know **ambitious** describes the set of goals and will tell us what kind of goals they are. From the rest of the text we know there are a lot of goals to try and change the world so we can guess ambitious means **something big and difficult**.

- 3) **Word form** – although you may not recognise one particular word, you may know another form of the word or enough to work out a general meaning. One useful thing to look at is affixes (prefixes or suffixes) e.g.

“... reducing **premature** death from **non-communicable** diseases like diabetes” (para 7)

We know **pre-** is a prefix that means ‘before’ and mature means ‘adult’ or ‘completely developed’. Therefore **premature** means **before something is completely developed**. We also know **non** is a negative meaning ‘not’. **Communicable** looks like communication and communication means passing information from one person to another. **Non-communicable** is used to describe disease so we can guess it means **not passed from one person to another**.

- 4) **Use an English-English dictionary** – sometimes you may feel your guess is not enough and you need to know the specific meaning of the word e.g.

“... this goal has been on the target to halve the proportion of the population without safe drinking water or **sanitation**.” (para. 10)

From the sentence we can guess **sanitation** has something to do with water and water safety but we would need to check a dictionary to know it is to do with getting rid of waste safely. The benefit of using an English-English (monolingual) dictionary is we get an explanation in English and other word forms e.g. sanitary. If it is an online dictionary like dictionary.com we can also get pronunciation and examples of the word in use so we have a better idea how to use it ourselves. Some useful online dictionaries are

dictionary.com



oxforddictionaries.com



merriam-webster.com



Look back at the vocabulary list. How would you find the meaning of each word? What is the meaning? DON'T use a dictionary.

	How?	Meaning?
ambitious (para 2)	<i>Guess</i>	Big and difficult
prosperity (para 3)		
culmination (para 4)		
dimensions (para 5)		
inclusive (para 6)		
premature (para 7)	<i>Word form</i>	Before fully developed
non-communicable (para 7)	<i>Word form</i>	Not passed from person to person
sanitation (para 10)	<i>dictionary</i>	Dealing with waste safely
phenomenally (para 11)		
tuberculosis (para 12)		
deforestation (para 15)		
pledged (para 16)		
benchmarks (para 17)		

When you have found the meaning of a word remember to **WRITE IT DOWN**. The best way to learn a word is to use it – write your own sentences using the word.

### Reading strategy III – scanning

When you re-read a text, you may be looking for specific information. This means you don't need to read every word but look at the text quickly to find the information you need. This is how we read a dictionary.

Scan the article and answer the following questions

- 1) When will the Sustainable Development Goals finish?  
.....
- 2) How many countries have agreed to the goals?  
.....
- 3) Which paragraph explains what the Millennium Development Goals are?  
.....
- 4) What is a problem with the Millennium Development Goals?  
.....
- 5) How much have global greenhouse gases increased since 1990?  
.....

## Reading strategy IV – questioning a text

Reading is an active skill. When you are reading you are not just taking in information, you should be thinking about the information as well. One way to help you do this is to make comments or take note of questions as you read. What don't you understand, or disbelieve or want to know more about?

Now look at the following extract from the UN website, introducing the Sustainable Development Goals. Do you think the reader is asking useful questions?

<p><b>Preamble</b>                  This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognise that eradicating poverty in all its forms and dimensions, including extreme poverty, <u>is the greatest global challenge</u> and an indispensable requirement for sustainable development. <u>All countries and all stakeholders, acting in collaborative partnership,</u> will implement this plan. We are resolved to free the human race from the tyranny of poverty and want to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. As we embark on this collective journey, <b>we pledge that no one will be left behind.</b> The <u>17 Sustainable Development Goals and 169 targets</u> which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete <u>what these did not achieve.</u> They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: <u>the economic, social and environmental.</u></p>	<p>Really? What makes it the biggest challenge?</p> <p>How likely is this?</p> <p>Nice quote</p> <p>That's a lot!!</p> <p>What didn't they achieve? Why not?</p> <p>Find a clear definition of these</p>
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**Adapted from:**

Sustainable Development Knowledge Platform (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from <https://sustainabledevelopment.un.org/post2015/transformingourworld>

## Making notes

As well as writing directly on the source, it is also a good idea to make notes. There are different styles of notes and you need to find the style which is most useful for you. You should also remember that different types of notes can be useful with different types of text. To find out more about note taking, look here - <http://www.eapfoundation.com/reading/notetaking/styles/>



Now read the next part of the article. What comments would you make and what questions would you ask?

**Your questions & comments**

The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:

**People**

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

**Planet**

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

**Prosperity**

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

**Peace**

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

**Partnership**

We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realised. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

Compare your comments and questions to a classmate's. How similar are your ideas?

# UNIT 3: UNDERSTANDING THE SDGs

## Looking Closer

During this course you are going to read about, discuss, write about and present about the SDGs so it's important you have a clear understanding of each Goal. Complete the overview of the goals with the terms below.

poverty	empower	full and productive	availability	lifelong learning	within and among
well-being	marine resources	nutrition	inclusive, safe,	combat	ensure
foster	biodiversity loss	accountable and inclusive	reliable	revitalize	



End ...poverty... in all its forms everywhere.



End hunger, achieve food security and improved ..... and promote sustainable agriculture.



Ensure healthy lives and promote ..... for all at all ages.



Ensure inclusive and equitable quality education and promote ..... opportunities for all.



Achieve gender equality and ..... all women and girls.



Ensure ..... and sustainable management of water and sanitation for all.



Ensure access to affordable, ....., sustainable and modern energy for all.





Promote sustained, inclusive and sustainable economic growth, ..... employment and decent work for all.



Build resilient infrastructure, promote inclusive and sustainable industrialization and ..... innovation.



Reduce inequality ..... countries.



Make cities and human settlements ..... resilient and sustainable.



..... sustainable consumption and production patterns.



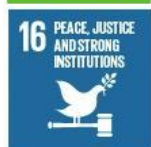
Take urgent action to ..... climate change and its impacts.



Conserve and sustainably use the oceans, seas and ..... for sustainable development.



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt .....



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, ..... institutions at all levels.



Strengthen the means of implementation and ..... the global partnership for sustainable development.

**Discussion activity**

In small groups, discuss what the difference is between ...

- Goal 5: Gender Equality & Goal 10: Reduced Inequalities
- Goal 6: Clean Water & Sanitation & Goal 14: Life Below Water
- Goal 9: Industry, Innovation & Economic Development & Goal 11: Sustainable Cities & Communities

## Targets

Each of the goals has a number of targets, which are more specific and focus on one aspect of the main goal. For example, Goal 7: Affordable & Clean Energy has 5 targets that focus on five areas.





The 5 targets for Goal 7 are:

- By 2030, ensure universal access to affordable, reliable and modern energy services.
- By 2030, increase substantially the share of renewable energy in the global energy mix.
- By 2030, double the global rate of improvement in energy efficiency.
- By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology.
- By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support.

### Over to you

Each goal has several targets. With a partner, decide on at least three areas that you think Goal 1 and Goal 5 will focus on and make a note about them in the boxes provided.

**Possible areas of focus**

You can check your answers at <https://sustainabledevelopment.un.org/sdgs> to see if you have guessed correctly.

**Vocabulary** Look back at the targets for Goal 7 and write synonyms (words or terms with the same meaning) for the expressions below.

1. ensure - .....
2. universal access - .....
3. enhance international cooperation - .....
4. facilitate access - .....
5. expand infrastructure - .....

## Matching goals to targets

Write the number of the SDG in the 'Goal' column that you think is the best match for the target on the left. Afterwards, compare your answer with a partner.

Target	Goal
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	
By 2030, provide legal identity for all, including birth registration.	
Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products.	
Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products.	
By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.	

## Paraphrasing targets

An important aspect of academic writing is explaining things in your own words. If you can do this, it shows that you understand what you have read and can then write about it.

You have already looked at synonyms for some expressions from Goal 7 but when you paraphrase, you need to use your own language (sentence structure & vocabulary) without changing the original idea. Note how some terms i.e. 'renewable energy' do not change.

<b>Original</b>	By 2030, increase substantially the share of renewable energy in the global energy mix.
<b>Paraphrase</b>	<i>Considerably more of the major sources of energy will come from renewable energy by 2030.</i>
<b>Original</b>	By 2030, double the global rate of improvement in energy efficiency.
<b>Paraphrase</b>	<i>Increase the world's rate of development of energy efficiency by 100% by 2030.</i>

Work with a partner to paraphrase these three targets. There is more than one possible answer.

<b>Original</b>	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
<b>Paraphrase</b>	
<b>Original</b>	Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products.
<b>Paraphrase</b>	
<b>Original</b>	By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.
<b>Paraphrase</b>	

## Posters

You are going to make an A3 poster to help people understand one of the SDGs. You are going to display your poster and talk about it. Look at the examples of posters below and what the presenter says about it. Do you think it is an effective poster? Does it help you understand the goal?



So what can you buy for \$1.25? Yes. Yes. Good one. OK. So there's lots of things you can buy. A chocolate bar or soft drink. Some sweets or a pen. But what if I told you that you only had \$1.25 for the entire day? That's the reality for some people. A fifth of people in developing countries live on less than \$1.25 a day. That's one in five people and that's why Goal 1, No Poverty, is so important. If people don't have enough money it affects everything else. People can't eat properly, can't afford decent housing or send their children to school. Progress has been made and there are a lot fewer people living in poverty than there were, but there are still too many. While most of the world's poor live in Southern Asia and Sub Saharan Africa there are 30 million children who are growing up poor in the world's richest countries. It's a worldwide problem and one we have to solve.



The SDGs cover a range of issues. One of the easiest to understand is Goal 2, Zero Hunger. People should have enough to eat. Children should have enough food to grow up healthily. What people may not realise is how much Goal 12 could help with Goal 2. According to the UN, about one third of the food produced goes to waste. If we were more responsible with food production, storage and usage we could solve world hunger. But Goal 12 isn't just about food. It's about how we use and exploit natural resources, like timber, how we manufacture, store and deal with chemicals. It also covers things like tourism and ensuring that tourism doesn't spoil the beautiful places tourists want to visit. The good thing about Goal 12 is that it is one we can all help with, every day. Use an energy efficient lightbulb. Take a shower rather than a bath. Recycle your old clothes, plastic bottles and batteries. We can all make a difference if we try to do three simple things. Reduce. Reuse. Recycle.

## Designing Your Poster

A poster should make a visual impact and attract attention. However, it also needs to be informative. Look at the teacher’s notes on the two sample posters and presentations.

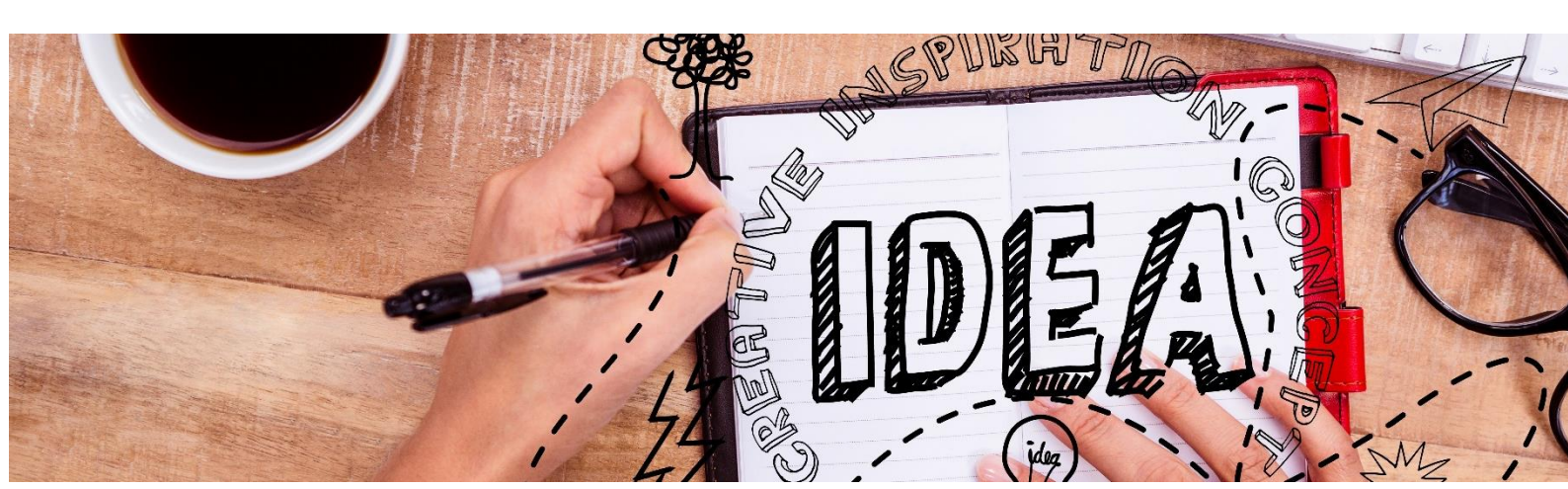
	Poster	Presentation
Goal 1 No Poverty	<p><b>Quite weak</b></p> <ul style="list-style-type: none"> <li>• Visually attractive but no clear message</li> <li>• Needs the presenter to explain idea</li> </ul>	<p><b>OK</b></p> <ul style="list-style-type: none"> <li>• Explains urgency of Goal 1 well</li> <li>• Engages the audience</li> <li>• Some good use of facts &amp; evidence BUT not clear where the facts come from</li> </ul>
Goal 12 Sustainable Consumption and Production	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Visually attractive</li> <li>• Good use of pictures directly related to topic</li> <li>• Main idea of the poster is clear without the presenter</li> </ul>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Shows the connection between goals</li> <li>• Based on evidence from a named source</li> <li>• Personalises the goal to the audience</li> </ul>

## Tips for posters

Do	Don't
<ul style="list-style-type: none"> <li>• Use colour &amp; images to get attention</li> <li>• Make your poster informative - people who see it should learn something</li> </ul>	<ul style="list-style-type: none"> <li>• Use too much text</li> <li>• Use a lot of different fonts</li> <li>• Use a lot of different colours</li> <li>• Use poor quality images</li> </ul>

## Tips for presentations

Do	Don't
<ul style="list-style-type: none"> <li>• Know about your SDG</li> <li>• Say where your evidence comes from</li> <li>• Try to get the audience interested</li> <li>• Try to make it personal to the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Recite what is on a website</li> <li>• Forget to mention things in your poster</li> <li>• Be afraid of questions - questions show people are interested</li> </ul>



# UNIT 4: WORKING IN TEAMS

## Preparing for group work

In university and later in life it is going to be important that you can work in groups effectively. One of the key factors in the success of the team is how well the team communicates.

In the modern world teamwork and collaboration are becoming more common to deal with increasingly complex tasks. In this course you will be working in two different groups to (i) write an essay and (ii) give a presentation. Before we begin, discuss these questions about working in teams from this website.

<http://www.groupdiscussiontopics.com/teambuilding1.php>



## Learning about other people

To form an effective group, it helps to know something about different people.

- Think of something you own, e.g. a pen
- Imagine it could think and feel
- Spend a minute thinking about its life and what its daily routine is like
- Introduce yourself to the other people in the group as your thing, e.g. 'Hi, I'm Bob's pen.'
- Describe your life and how you feel about it. "At the moment I'm pretty lonely. Bob used to use me a lot but now he spends all his time on his mobile phone. He doesn't use me to take notes or write letters any more. He just needs me when he has to sign something."
- Make sure you introduce yourself to everyone and ask them questions.

## Putting a group together

A good group makes the most of the strengths of its members. You can be very good friends with someone but not be able to work effectively with them in a group. You can also have too many people with the same skills so there isn't enough variety in your group. Choosing the right people for a group is an important first step in deciding if that group will be successful. Look at this activity and discuss who you would put together in groups and why -

[http://www.prepareforsuccess.org.uk/working\\_with\\_others.html](http://www.prepareforsuccess.org.uk/working_with_others.html).



## Starting your essay group

Choose two other people to form your essay group. You should have (if possible):

Mixed  
major/discipline

Mixed gender

Mixed first language






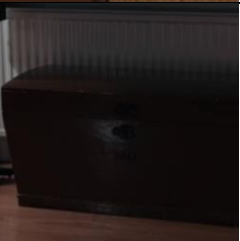
## What the SDGs mean to you

You all have different backgrounds, different experiences and different interests. Based on what you know about the SDGs so far, discuss which SDGs are important:

- To each of you
- To your majors/disciplines
- To the places you live

### Learning to work together

You are going to watch three short films which all involve people and small spaces. You are each going to watch a different film and then describe what happens in the film to your groupmates. Watch your film and make notes in the space below about the key moments. Use your notes to describe the film to your groupmates. Then listen to your groupmates description of their films.

 	<p>Film 1: Closet Space</p>
 	<p>Film 2: The Elevator</p>
 	<p>Film 3: The Coffin</p>

Watch the three films and decide which one you think is the best, and why? Did your groupmates give you a detailed description of the film they watched first? Ask them if you included all the relevant details in your description. Fill in any missing points in your notes above.

#### Making a plan

Now your group is going to plan a short film involving a small space. You need to decide ...

<p>... what kind of film it is.</p>	
<p>... where it takes place.</p>	
<p>...who the characters are.</p>	
<p>... what happens.</p>	

When you have decided each of you is going to explain your film to some other students and listen to their ideas for their films. Decide which film in the class would be most interesting to watch.

## Short Reflection

You have just completed your first task as a group, working together to create something new. Think about how you completed the task and decide who did the following things.

	organised the group?	.....
	kept track of time?	.....
	listened most?	.....
	had the most ideas?	.....
Who	changed their mind most easily?	.....
	disagreed most often?	.....
	motivated the group?	.....
	made sure the task got finished?	.....
	made a good working atmosphere?	.....

## Team leadership

It's very useful for a team to have a leader to keep people focussed on the task and able to meet deadlines. It would be beneficial if you all had experience of team leadership so you could change leader through the process e.g. Student A is the leader until the first draft is done, Student B is the leader until the second draft is submitted and Student C is the leader until the final draft submission.

What a good leader does	What a good leader <b>doesn't</b> do
<ul style="list-style-type: none"> <li>• motivates the team</li> <li>• monitors progress</li> <li>• allocates work</li> <li>• keeps the team on schedule</li> </ul>	<ul style="list-style-type: none"> <li>• complete all the work by themselves</li> <li>• expect everyone else to complete all the work</li> <li>• allocate work without discussion</li> <li>• make all the decisions alone</li> </ul>

## Writing a group essay

You have probably written essays before but in this course you are going to write an essay in a group of three. Writing an essay in a group has several advantages.

- You discuss your ideas in detail
- You consider different points of view
- You share workload in terms of reading and generating ideas
- You have people who can check your work
- You can help each other with any problems

However, group essays can also be quite difficult, depending on how well the team works together. If members of a group don't communicate effectively then the result can be a series of disconnected ideas rather than a coherent, logical essay. The worst thing you can do is think that you are responsible for only one part of the essay e.g. the introduction and first body paragraph. In a successful essay group everyone contributes to every part of the essay, checking every paragraph to make sure it is as good as it can be.

Read the following text about collaboration & co-operation and answer the questions that follow.



## Collaboration & Co-operation

Imagine a cooking competition with two teams, each with three chefs, the Red Kitchen and the Yellow Kitchen. Each team must produce a full meal with three courses, a starter, main dish and dessert.

In the Red Kitchen the chefs decide they each have a particular skill. One chef takes responsibility for the starters, the next for the main courses and the last chef makes all the desserts. It is a very quiet kitchen where they do not need to talk to each other. Although the starter chef doesn't like the look of a dessert, they don't say anything because it's not their responsibility. When they have all finished work, they can serve the meal and wait for the judges, looking nervously at the other dishes their team made.

The Yellow Kitchen is very different. The three chefs spend time at the beginning deciding what to cook and what would go well together. They all think about the whole menu and agree on what they should make. Unlike the Red Kitchen, The Yellow Kitchen is very loud as they spend a lot of time talking and checking with each other. Perhaps one chef starts making a dish, another one checks it and the last chef puts it on the plate and makes it look beautiful. When they serve the food, they can look at the complete meal and know they helped put everything together.

In the Red Kitchen the chefs chose to cooperate. In a co-operative task, members of a team have a specific responsibility. While they are all working towards the same goal they may do very different jobs and they are not responsible for everything. If a judge asks, "Who made this?" the answer would be "I did, Chef," or "He did, Chef."

In the Yellow Kitchen the chefs chose to collaborate. Collaboration is a closer working relationship with a lot more discussion. Everyone has a shared vision and works together to make it come true. A collaborative team makes use of the strengths of each member and not everyone has to do exactly the same thing all the time but they have a shared responsibility for the whole project. If a judge asks "Who made this?" their answer would be "We made it together, Chef."

- 1) Which team do you think would win the cooking competition?
- 2) Which team would be harder to work in?
- 3) Which team would be more interesting to work in?
- 4) Which team do you think would help you become a better chef?

Here are some other essential steps an effective team takes.

### Starting out

Find out team member strengths

Make ground rules

Set objectives

Allocate tasks and roles

### Ongoing

Share responsibility


Check progress regularly

Deal with problems as they occur

Check everyone is happy with progress

## Steps in writing an essay

A university essay cannot be written the night before submission. Developing an essay is quite a lengthy process with different stages and key steps. Since you will be writing your essay in a group, you need to think how you can manage each of these steps.




Read introductory texts and discuss online



Form an essay group and make ground rules




Research the topic and discuss possible sources




Give feedback to another group on their second draft



Work together to finish your final draft



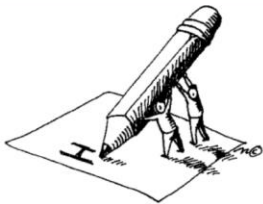
Write an annotated bibliography about a source **you** think may be useful



Develop your second draft based on the feedback




Reflect on the entire experience and plan for next time




Write an outline for your essay with your group



Meet with your teacher to discuss your first draft



Stop, Check & Reflect on how your group is working



Write your first draft together on a shared online document

Discuss with your teammates which step of the essay writing process may be the easiest, and which could be the most challenging.

## Group Essay Scenarios

Sometimes essay groups can encounter problems and below are real problems encountered by real essay groups. There are three students in each group, Student A, Student B and Student C. If your group met these problems, how would you solve them?

1. An essay group needs to confirm their topic by Thursday. Student A and Student C discuss online and agree on a topic and try to contact Student B all day on Tuesday but can't get in touch. Student B finally writes late on Wednesday suggesting a different topic.
2. An essay group would like to work on the essay face-to-face but they are having difficulty finding a time which is suitable for every member. Students A and B live on campus, while Student C lives off-campus and has a part-time job.
3. Student A and Student C agree on the essay topic. Student B wants to focus on a different topic. Student C doesn't really mind but Student A insists on writing the essay on the topic they like. Student B finally agrees but isn't interested in the topic and doesn't contribute much to the process.
4. Student C doesn't really understand plagiarism and copies language directly from sources and pastes it into the essay. This could cause the essay to fail and affect everyone's grade.
5. Student B keeps missing deadlines and isn't completing work on time.
6. Half way through the essay writing process Student B has a basketball tournament and has to go away for a week at a time when a lot of work should be done on the essay.
7. Student A is very efficient and likes to get work done well before the deadline. Student C works better under pressure and finishes everything at the last minute.
8. Student B doesn't really like writing with others. He wants to write his own section of the essay and won't let anyone change it or contribute to any other part of the essay.
9. Students A and B like to work together on WeChat discussing the essay in Cantonese. Student C doesn't have a WeChat account and can't speak Cantonese.
10. The deadline for Draft 1 is today, 5 pm. Student A and Student B have completed what they think is necessary to do on Google Docs, and they can see that Student C has not made final changes that they agreed to. Finally, at 4:30 pm, Student C shares her work on Google docs. It appears that much of it has been paraphrased from Wikipedia.

Now read this article about building effective teams.

<http://people.rice.edu/uploadedFiles/People/TEAMS/Twelve%20Ways%20to%20Build%20an%20Effective%20Team.pdf>. Does it change your approach to any of the above problems?



## Establishing ground rules

It can really benefit your team to spend some time discussing and agreeing on some **ground rules** of how the team will operate. Think about your expectations and the ways you like to work. Consider issues like:

- **Communication:** how & when will you communicate?
- **Compromise:** how will you deal with disagreements and alternative viewpoints?
- **Contribution:** what is expected from each member of the team?

# GROUP GROUND RULES

# UNIT 5: UNDERSTANDING ASSIGNMENTS

## Spoken and written assignments

At university you may be asked to complete spoken or written assignments. Depending on what your subject is, your written assignments could be essays, laboratory reports, case-studies, book reviews, reflective diaries, posters or research proposals. These different types of writing are normally referred to as genre families or genres. Take this quiz about writing at university - [http://www.prepareforsuccess.org.uk/academic\\_writing\\_at\\_university.html](http://www.prepareforsuccess.org.uk/academic_writing_at_university.html)



'Genre' basically means a specific type or style of something. For example, different genres of music include pop, hip-hop, rock, jazz and country, while some genres of film are horror, romantic comedy (rom com), science-fiction (sci-fi), fantasy and thriller. Genres are also used in presentations because there can be many different types of academic presentation, e.g. problem-solution-evaluation, persuasive, descriptive. We will focus on presentations later but for now, let's look at academic writing.

### Primary purposes of writing at university

In research conducted between 2004 and 2007, Hilary Nesi and Sheena Gardner at the University of Coventry in the UK proposed five purposes for student writing in higher education, i.e. *why do you write at university* (Nesi & Gardner, 2012).

Students might write to show that:

- they are aware of and understand the latest knowledge in their subject area.
- they can argue a particular point of view making use of different kinds of evidence.
- they can plan and carry out research.
- they are ready for employment in a particular specialized field.
- they can reflect on how they and other people feel and think.

In the table below, the names that Nesi & Gardner (2012) have given to these purposes of writing are on the left. In the right-hand column, match the reasons (a. – e. above) to the correct purpose.

Purposes	Different types of text	Students might write to show that
Building Research Skills	Literature Surveys, Methodology Recounts, Research Reports	
Demonstrating Knowledge & Understanding	Explanations, Exercises	
Writing for Oneself and Others	Event Recounts, Public Engagement, Reflection	
Developing Powers of Independent Reasoning	Essays, Critiques	
Preparing for Professional Practice	Case Studies, Design Specifications, Problem Questions, Proposals	

## Resources to understand academic writing

In this course we will focus on essays since they are still the most common way that universities worldwide encourage students' logical reasoning and independent thought. There are many useful resources to help you develop your understanding of academic writing produced by different universities or English language experts.

### British Council

<http://learnenglish.britishcouncil.org/en/writing-purpose/writing-purpose>

This provides a good overview of why people write at university and what they write.



### University of Reading

[http://www.screencast.com/users/UniRdg\\_Library/folders/Study%20Advice/media/0089c0fb-3549-43bd-92ec-73780d638987](http://www.screencast.com/users/UniRdg_Library/folders/Study%20Advice/media/0089c0fb-3549-43bd-92ec-73780d638987)

This is a very useful online tutorial from the University of Reading about academic writing, editing and proofreading.



### University of Bristol

[http://www.bristol.ac.uk/arts/exercises/grammar/grammar\\_tutorial/page\\_02.htm](http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_02.htm)

For explanations and exercises about grammar and punctuation in academic writing, go to the University of Bristol's excellent web page, 'Improve your writing'.



### University of Manchester

<http://www.phrasebank.manchester.ac.uk/>

The University of Manchester has created an 'Academic Phrasebank' after a great deal of research. It provides many fixed phrases which can be used in your essays but which are not plagiarised. The wide variety of phrases include those for referencing, comparing and contrasting, transitioning and many more.



Visit each of the sites and discuss the following.

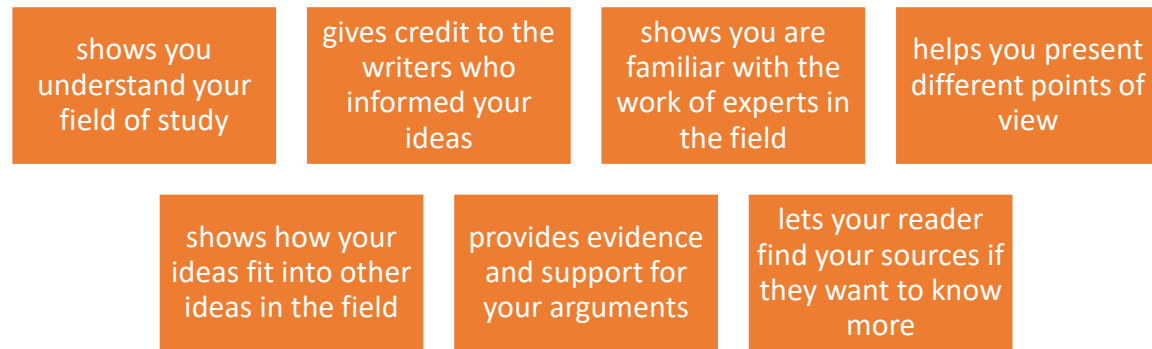
- Which site seems the easiest to navigate?
- Which site can you understand most easily?
- Which site seems to have the most useful information *for you*?

## Referencing (Part 1) - references & citations

One of the defining features of academic writing is the use of sources. In your academic writing it is important that you show where your information and evidence come from. **Referencing** (or **citation**) is the way that we let our readers know that some words or information in our writing came from a different source.

### Why referencing matters

Referencing:



### Avoiding plagiarism

Another important reason to cite is to avoid plagiarism. Plagiarism is when you use somebody else's ideas or language without giving them any credit. Plagiarism is seen as a type of theft and is a very serious academic offence.

### Referencing styles

There are many different ways to cite sources. In citation, a "style" is one set of rules for formatting your paper and creating your citations. Academic journals in different fields each follow a specific citation style to be sure that all the articles in the journal will use the same format.

For example, an academic journal that publishes articles about arts or humanities might require its writers to use **MLA** ("Modern Language Association") style. Journals that publish social science articles often use **APA** ("American Psychological Association") style and APA is the style you will use in this course.

It's important to choose one style for your citations and to use that style consistently. A clear and consistent citation style shows professionalism and attention to detail. It will also help your readers to check your work and find your sources.



## Question analysis

You’ve been reading about the UN Sustainable Development Goals and you are going to write an essay about them. Assignment questions usually have three main parts.

Task	Content	Controlling Idea
<ul style="list-style-type: none"> <li>• This is what you have to do</li> </ul>	<ul style="list-style-type: none"> <li>• This is the main topic of the essay</li> </ul>	<ul style="list-style-type: none"> <li>• This is the focus (or limitation) of the idea</li> </ul>

Look at the example below.

Discuss which development goal is most important and why.

This is the **task (T)** – to answer this question you need to talk about the content

This is the **content (C)** – the topic of this task is the development goals

This is the **controlling idea (CI)** – you can’t just write what you like about the development goals, you have to focus on importance and explain why you think what you think

To answer this question, you would need to:

- introduce the development goals
- discuss what makes the goals important
- say which goal you think is the most important
- explain your choice, probably through comparing your goal with some of the others

Now look at the following questions (Q1 - Q4). Identify the content, controlling idea and task. Make note of what you would need to do to answer the question.

**Q1** - Discuss two Sustainable Development Goals and analyse which will be hardest to achieve and why.

To answer this question, you would need to:

-



**Q2** - Compare how a developed country and a developing country may reach a Sustainable Development Goal.

*To answer this question, you would need to:*

- 

**Q3** - Evaluate two Sustainable Development Goals and decide which one will have the greatest impact.

*To answer this question, you would need to:*

- 

**Q4** - Introduce a Sustainable Development Goal, highlighting why it is necessary, what difficulties there may be implementing it and how those difficulties can be overcome.

*To answer this question, you would need to:*

- 

### **Choosing a Question**

If you had to choose one of these questions, which question would you choose to answer, and why?

When you are looking at assignment questions, it's a good idea to try and break down what is needed to answer the question. From the examples above Question 4 is the longest question but the structure of the answer is very straightforward. The question tells you what to write and the order you should talk about things. Question 3, however, is more complex. You would have to decide how impact could be measured. How could you compare the impact of different goals in a fair way?

## Questioning an assignment question

Once you have analysed the question, it’s time to consider it in detail. It is important in assignments that you understand the question fully and know exactly what it wants you to do. To help you identify what is important, you can make ‘mini questions’ about the essay question. These mini questions:

make you consider the assignment more deeply	break down the assignment question into smaller parts	help identify areas you will need to research
--	---	---

Compare how a developed country and a developing country may reach a Sustainable Development Goal.

<ul style="list-style-type: none"> <li>• <i>What are the SDGs?</i></li> <li>• <i>Why would developed &amp; developing countries reach a SDG in different ways?</i></li> <li>• <i>Are different SDGs important in different types of country?</i></li> <li>• <i>Who needs SDGs?</i></li> <li>• <i>What is a developed country?</i></li> <li>• <i>What is a developing country?</i></li> <li>• <i>How can a country reach the SDGs?</i></li> <li>• <i>How will we know if an SDG has been reached?</i></li> <li>• <i>Do developed &amp; developing countries really need the same SDGs?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Will all developing countries have similar approaches to the SDGs?</i></li> <li>• <i>Is there more than one way to reach an SDG?</i></li> <li>• <i>Will different goals be reached in different ways?</i></li> <li>• <i>Is it possible to reach an SDG?</i></li> <li>• <i>What would be a good example of a developed country?</i></li> <li>• <i>What is a good example of a developing country?</i></li> <li>• <i>Once a goal is reached, will it stay reached?</i></li> <li>• <i>What does ‘reach’ mean?</i></li> </ul>
--	---

Once you have written your mini questions, you will have to organise them logically and decide which questions are important and which ones are less important.

Now complete these mini questions for this assignment question.

Evaluate two Sustainable Development Goals and decide which one will have the greatest impact.

*Which* .....

*How* .....

*What kind* .....

*When* .....

*How much* .....

*Who* .....

What other mini questions can you think of for this essay question?

## Your essay question

This is your essay question this semester. Identify the content, controlling idea and task. Then bullet point what you would need to do to answer the question.

### Your Essay Question

**Task:**

**Content:**

**Controlling idea:**

**What do you need to do to answer the question?**

**Mini questions**

### Exams and coursework

You can test your knowledge of the expectations of exams and coursework by completing these exercises -

[http://www.prepareforsuccess.org.uk/preparing\\_for\\_course\\_work\\_and\\_exams.html](http://www.prepareforsuccess.org.uk/preparing_for_course_work_and_exams.html) which will help you plan what you need to do to complete your essay project.



This approach to understanding assignment questions can be very useful. Find an assignment question from your degree course and share it with your classmates to break down in the same way

# UNIT 6: USING WHAT YOU READ

## Plagiarism – more common than you think

You will hear a lot about plagiarism while you are at university but plagiarism is not just an issue in academic circles. In life, politics and art there are examples of people ‘borrowing’ the work and ideas of others without permission and without giving them credit. Consider these famous cases of plagiarism.

### Case 1: Politics

In 2016 Melania Trump gave a speech as part of the US presidential election.

My parents impressed on me the values: that you work hard for what you want in life. That your word is your bond and you do what you say and keep your promise. That you treat people with respect. They taught me to show the values and morals in my daily life. That is the lesson that I continue to pass along to our son.

And we need to pass those lessons on to the many generations to follow.  
[Cheering] Because we want our children in this nation to know that the only limit to your achievements is the strength of your dreams and your willingness to work for them.

The problem is Michelle Obama gave this speech in 2008.

And Barack and I were raised with so many of the same values: that you work hard for what you want in life; that your word is your bond and you do what you say you're going to do; that you treat people with dignity and respect, even if you don't know them, and even if you don't agree with them.

And Barack and I set out to build lives guided by these values, and pass them on to the next generation. Because we want our children — and all children in this nation — to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.

Watch the video of the two speeches side by side <https://youtu.be/RcbiGsDMmCM> and discuss these questions.

1. Did Melania Trump do anything wrong?
2. Does it matter if she used some of the same ideas?
3. Does it matter if she used some of the same words?



**Case 2: Art**

Artist Wendy Taylor designed ‘Timepiece’, a sculpture in London in 1973. She was shocked to find out a similar sculpture had been in Shanghai since 2006 (and it was removed in 2016).



London



Shanghai

1. Do you think she was right to be shocked?
2. Most people who see the sculpture in Shanghai won't know about the original in London so does it matter?
3. Should the copy have been removed?

**Case 3: Music**

- There are a lot of cases of possible plagiarism in the music industry. The rock band, The Verve, was found guilty of plagiarising the music of Bittersweet Symphony (1997) from The Rolling Stones' song, The Last Time (1965). <https://youtu.be/3UGm8IYxRGU>
- Led Zeppelin was found innocent of plagiarising the very famous song, Stairway to Heaven (1971), from another group called Spirit. <https://youtu.be/ye7hCIWwhGE> Spirit's song, Taurus (1967), was very similar to a song by Davy Graham from 1959, which was based on music from the 17<sup>th</sup> century. <https://www.youtube.com/watch?v=tWeejHJxGjs>
- The rapper Vanilla Ice tried to explain how his song, Ice Ice Baby (1989), didn't copy a song by Queen and David Bowie, Under Pressure (1981). [https://youtu.be/6TLo4Z\\_LWu4](https://youtu.be/6TLo4Z_LWu4) He had to pay a large amount of money to the original composers as compensation for plagiarism.

- 1) If a song is good, does it matter if it sounds like an older song?
- 2) Why do the original artists want credit if someone uses their work?
- 3) Does Vanilla Ice give a good explanation why his song is different?

**Why do people plagiarise?**

Read this article about 5 famous cases of plagiarism from the website Plagiarism Today. <https://www.plagiarismtoday.com/2015/02/10/5-great-people-who-plagiarized/>

1. Which of the 5 cases do you think is most serious? Why?  
.....
2. What reasons does it give for people plagiarising?  
.....
3. Which reason do you think is most common for plagiarism in university student work?  
.....

## Reading strategy V – paraphrasing

When you are using information from a source you cannot copy information from the original text. Instead, you need to paraphrase. This means you need to keep the same meaning as the original text but use your own words. You should also take note of the **source** and the **citation**. You can learn more about using what you read in your writing by completing this quiz -

[http://www.prepareforsuccess.org.uk/using\\_what\\_you\\_read\\_in\\_your\\_academic\\_writing.html](http://www.prepareforsuccess.org.uk/using_what_you_read_in_your_academic_writing.html)



### A 3-step process

Paraphrasing is a three-step process.

**Step 1:** understand what you have read. You need to understand the text to explain it to someone else.

**Step 2:** think about how you can explain the same idea and give the same information using different language. Consider:

- using synonyms
- changing word forms
- changing the order of information
- changing sentence structure

**Step 3:** give the citation so your reader knows where the information came from.

Look at these paraphrases of information from the extracts from the Sustainable Development Knowledge Platform article in Unit 2.

- Have they kept the original idea?
- Is there any important information missing?
- What has the reader done with language to paraphrase each paragraph?

Original Text	Paraphrased Text
<p><b>People</b> We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.</p>	<p><i>The SDGs aim to ensure all forms of hunger and poverty are eliminated and that everyone has opportunity to reach their potential in a fair, healthy world (Sustainable Development Knowledge Platform, 2015).</i></p>
<p><b>Planet</b> We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.</p>	<p><i>The SDGs intend to protect the planet to ensure people now, and in the future, have the resources they need without damaging the environment. This involves making how we produce and consume things sustainable, being careful with natural resources and acting quickly to address climate change (Sustainable Development Knowledge Platform, 2015).</i></p>

Now look at the next paragraphs from the article. How would you paraphrase the **main idea** in each paragraph? You can get extra information about paraphrasing here - <http://www.eapfoundation.com/writing/paraphrase/>



<p><b>Prosperity</b> We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.</p> <p><b>Peace</b> We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.</p> <p><b>Partnership</b> We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.</p>	
--	--

## Reading Strategy VI – summarising

Once you've found a useful source, it is a good idea to write a short summary which explains the most important information from the text using your own words. You can refer to this summary when working on your assignments so you don't have to read the complete original source again. A good academic summary:

- identifies the author and the source (book or article) using phrases like
  - "According to [the author]. . ."
  - "In his/her book [title], [the author] states that . . ."
- gives credit to the author throughout. To make it clear that the ideas presented are the author's and not your own, you should frequently use signals like
  - "[The author] also states that . . ."
- is brief, but thorough enough so that your reader understands the main points of the source
- is an accurate reflection of the author's viewpoint throughout.

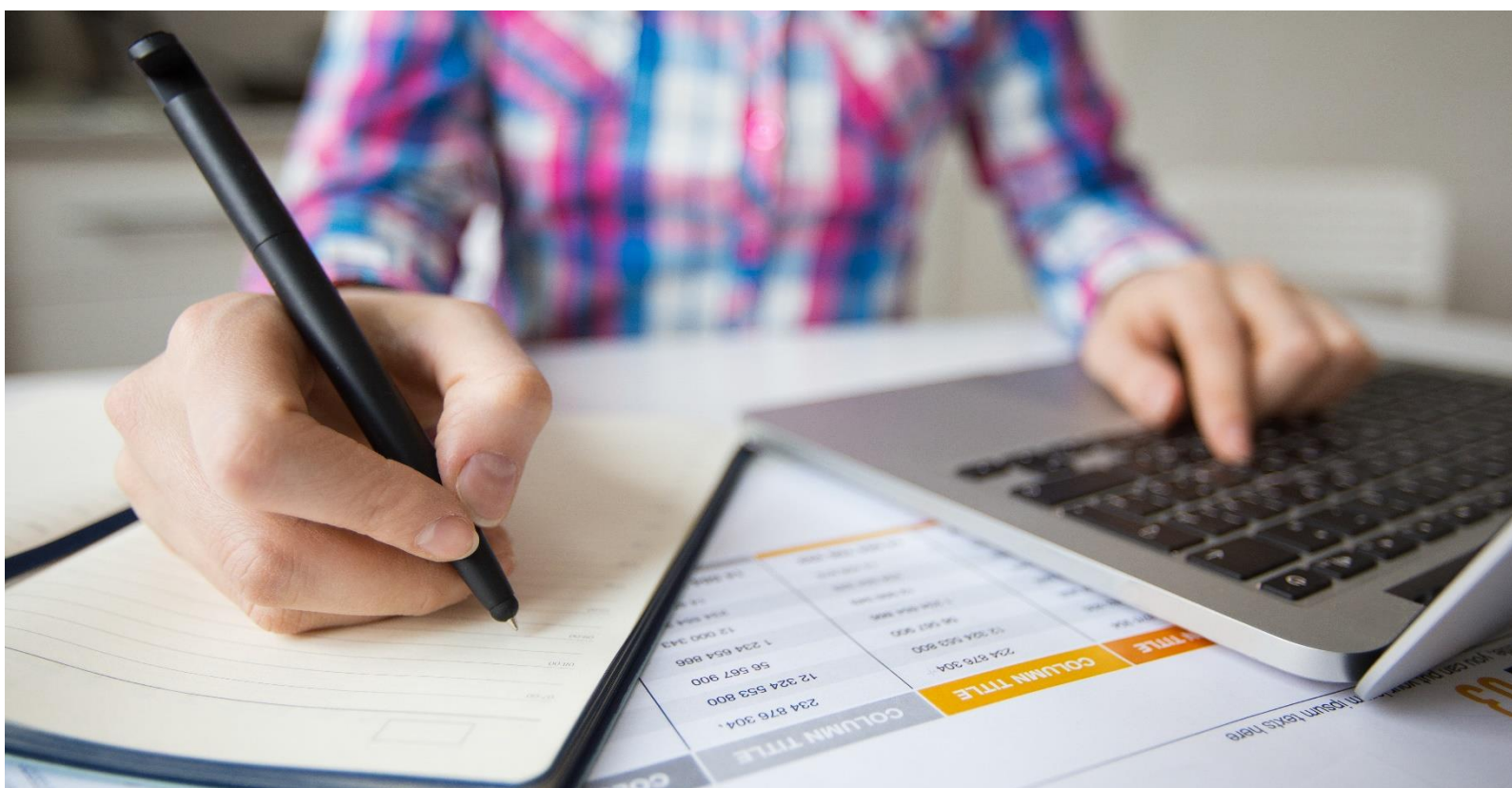
EAPfoundation.com recommends a 5-step process for summarising.

<b>Skimming</b>	Skim the text, paying special attention to any headings or subheadings
<b>Highlighting</b>	Read the text again more carefully, underlining/ highlighting important information. Check any unknown words needed to understand the main points.
<b>Note-taking</b>	Make notes of the main points and supporting points (not supporting examples or details). Remember to use your own words so that you can paraphrase and avoid plagiarism.
<b>Writing</b>	Write the summary using the notes you made about the source. Make sure you do not add anything which does not appear in the original (e.g. your own comments).
<b>Checking</b>	Check the summary to make sure you have covered all the main points. Make sure you have included a reference to the source.

Look at the summary below from the first article you read from The Conversation and check it according to the fifth step. Is it an effective summary?

**Thwaites (2015)**

The article by Thwaites (2015) discusses the Sustainable Development Goals (SDGs), which have been agreed by the UN. They will start on January 1<sup>st</sup> 2016 and finish in 2030. The point of the goals is to set targets that countries need to reach to make the world a better place. There are 17 goals in total. The SDGs carry on from the Millennium Goals, which were agreed in 2000 and finished in 2015. The author points out that the millennium goals have been successful but were focussed on developing countries whereas the SDGs apply to all countries and sustainable economic development as well as improving people's lives. The world is facing many challenges but the SDGs will certainly help countries deal with them.





# UNIT 7: RESEARCHING YOUR TOPIC

## Finding answers

Now that you understand your essay question and have your mini questions, it is time to start finding out more about the topic.

You've already done some reading about the Sustainable Development Goals and there are three recommended websites which you can use to keep building your background knowledge and general topic awareness.



<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

This is the official site for the SDGs and has all you need to know about what the goals are.



Leading-edge information on the  
UN Sustainable Development Goals  
Articles, tools, reports, events and more

<https://sdgresources.relx.com/>

The RELX SDG Resource Centre helps researchers and the public by giving them access to critical content that informs understanding about the SDGs



**THE CONVERSATION**

Academic rigour, journalistic flair

<https://theconversation.com/au/topics/un-sustainable-development-goals>

This section of The Conversation has articles about and connected to the SDGs.



These sites contain a lot of useful information but remember, an essay isn't just a general discussion about a topic. It is a highly focussed examination of a specific question. You may read some very interesting things but if they don't directly help you to answer the question, then they will not be necessary for your essay.

You will also be able to find useful stories and examples for newspapers. For example, the Guardian newspaper from the UK has a section dedicated to news stories connected to the SDGs -

<https://www.theguardian.com/global-development/sustainable-development-goals>

### Focusing your search

Once you have a good understanding of a topic, you can begin to focus your search on the information you need for your essay. Bringing outside sources into your essay makes it stronger and more believable (credible). Watch the **Searching for Sources** screencast and answer the following questions.



[https://youtu.be/\\_xq5D9uc48M](https://youtu.be/_xq5D9uc48M)

1. Why change to google.co.uk?

.....

2. Why not search for the full essay question?

.....

3. Why use synonyms?

.....

4. Why use google scholar?

.....

5. Why click 'cite by'?

.....

6. Why change the date range?

.....

When you are using a search engine remember you can use some techniques to focus your search.

Search Trick	Example	Results
Key words	sustainable development	Any webpage using the words 'sustainable' and 'development' anywhere.
Quotation marks " "	"sustainable development"	Means the words have to be used next to each other on the webpage
Wildcard asterisk *	sustainable develop*	Means results will include other word forms e.g. development/developing/developed
+	Sustainable development +France	Means results MUST contain France
-	Sustainable development -France	Means results MUST NOT contain France

What terms will you search for to get sources for your essay question?

## Checking reliability

When you find a source, it is important to decide if you can trust it. Ask yourself:

- Who wrote it?
- Why did they write it?
- Who did they write it for?
- What is their evidence?
- When did they write it?

If you don't know the answer to these questions, then you need to question the reliability of the source. Watch this video from the University of Reading about checking the reliability of a source - <http://www.screencast.com/t/SSF1z13Pq> and discuss these questions.

1. What is a source?
2. What is the problem of a newspaper as a source?
3. What is 'peer review'?
4. Why is the library a good place to look for sources?
5. What 4 features help you decide if a website is reliable?



### Determining reliability

Follow these links and decide if they are reliable or not.

Source		Reliability? Why?
<a href="http://www.unesco.org/education/tlsf/mods/theme_a/mod02.html">http://www.unesco.org/education/tlsf/mods/theme_a/mod02.html</a>		
<a href="https://en.wikipedia.org/wiki/Sustainable_development">https://en.wikipedia.org/wiki/Sustainable_development</a>		
<a href="http://www.salon.com/2015/03/21/the_secret_to_saving_the_world_how_ordinary_people_actually_can_prevent_global_disaster/">http://www.salon.com/2015/03/21/the_secret_to_saving_the_world_how_ordinary_people_actually_can_prevent_global_disaster/</a>		

You can get more advice about checking reliability from these articles -

- <http://owll.massey.ac.nz/academic-writing/evaluating-source-quality.php> and  
<http://journalism.about.com/od/reporting/a/Eight-Ways-To-Tell-If-A-Website-Is-Reliable.htm>



Which of the articles do you think gives the best advice, and why?

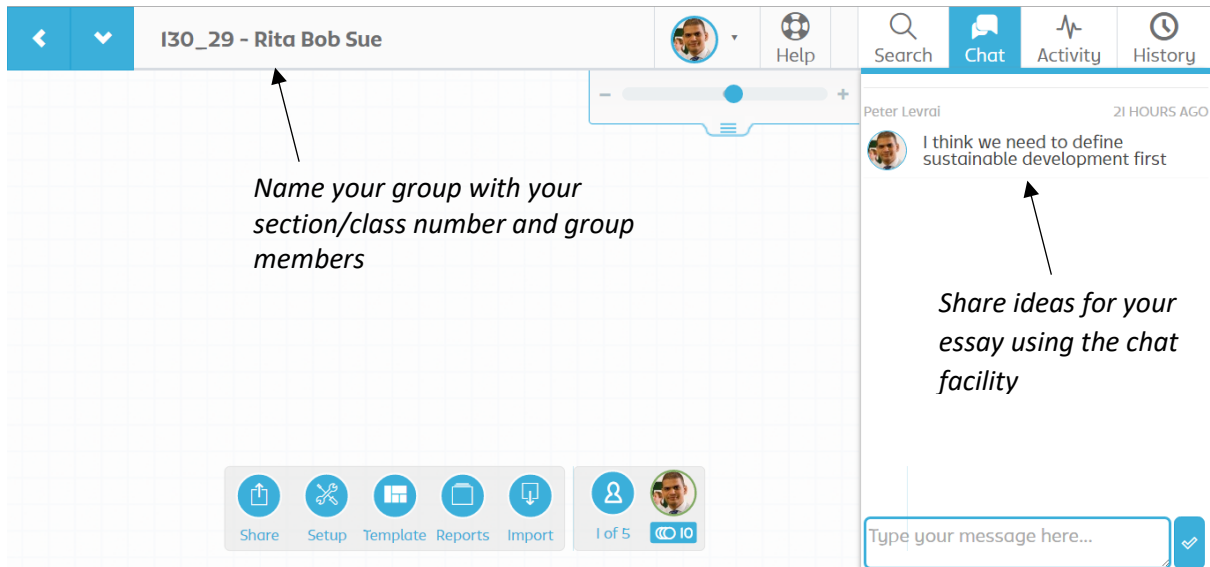
.....

.....

## Sharing your results

Stormboard is the preferred tool for you to share ideas and sources for your essay. This is so your teacher can see how your group is working and that you are looking for the right kind of information.

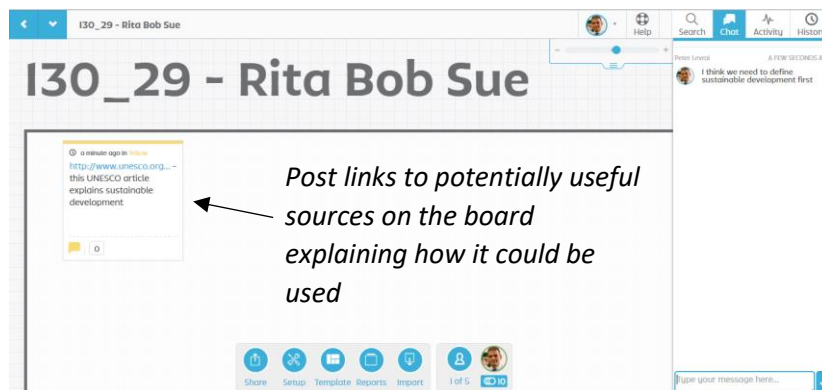
### Step 1 – Open a board with your group members and teacher



*Name your group with your section/class number and group members*

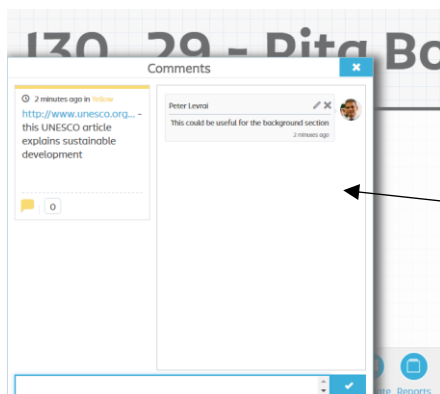
*Share ideas for your essay using the chat facility*

### Step 2 – Share your sources



*Post links to potentially useful sources on the board explaining how it could be used*

### Step 3 – Discuss the sources



*When someone posts a link, you can open it up to discuss it.*

- *What does the source say?*
- *Do you think it is useful?*
- *How could you use it in your essay?*
- *Is it reliable?*

## Referencing (Part 2) - introducing APA

When you are using information from a source in an essay or presentation, you need to show where the information comes from. We do this through referencing. There are different styles of referencing but they all share one common feature – they show the source of information.

### Understanding APA

As mentioned on page 39, there are different referencing styles and in this course, we will be using a style called APA. You can find out more about APA at these two sites.

<http://owl.massey.ac.nz/referencing/apa-interactive.php>

<https://owl.english.purdue.edu/owl/resource/560/01/>



APA has two parts, the **in-text citation** and the **reference list**. The **in-text citation** is in the body of your essay and gives just enough information so you can find the source in the reference list. An in-text citation consists of (Author, Year) e.g.

<p><b>Non-integral Citation</b>  <i>The citation is outside the structure of your sentence (but before the full-stop).</i></p>	<p>The advantage of the SDGs is that they will apply to all countries, not just developing countries (Ford, 2016).</p>
<p><b>Integral Citation</b>  <i>The citation is inside (integrated into) the structure of your sentence.</i></p>	<p>Ford (2016) points out that the SDGs will apply to all countries, not just developing ones.</p>

Look at these sentences based on information from the two articles from Unit 2. Fill the gaps with the correct citation information. If the information comes from both articles, then cite both.

**Example:** The SDGs plan to build on the MDGs (...*Thwaites, 2015, Sustainable Development Knowledge Platform, 2015...*)

- 1) 198 member states of the UN agreed to the Sustainable Development Goals in September 2015 (.....).
- 2) ..... (.....) states that peace is essential for sustainability and vice versa.
- 3) There are 17 Goals with 169 targets covering three interrelated aspects of sustainability, the economy, society and the environment (.....).
- 4) According to ..... (.....) the MDGs were successful in some respects.
- 5) It is essential that government, corporations, organisations and people cooperate in partnerships to ensure the success of the SDGs (.....).

## Reference lists

The **reference list** is at the end of your essay and gives your reader all the information they will need to be able to find your source.



## Online Referencing Tools

There are online tools available that can make references for you.

Citefast

Citefast

<http://www.citefast.com/>



Citation Machine

Citation Machine

<http://www.citationmachine.net/>



Refme

Refme

<https://www.refme.com/>



**However**, even if you use an online tool, it's important you check all the information in the reference yourself to make sure it is accurate.



## Writing your annotated bibliography

As you now have some information for your essay, you are ready to write your annotated bibliography. This is where you introduce your source to a reader, explaining what it says, why it is useful for your essay and why you trust the information in it.

Look at the example below and answer the following questions.

1. Can you find the original source online?
2. Do you understand what the source is about?
3. Do you understand how it fits into the essay?
4. Do you think the source is reliable?

<b>Author</b>	Liz Ford
<b>Title</b>	Sustainable development goals: all you need to know
<b>APA Reference</b>	Ford, L. (2015, January 19). Sustainable development goals: all you need to know. <i>The Guardian</i> Retrieved from <a href="http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations">http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations</a>
<b>In-text citation</b>	Integral citation = Ford (2015) Non-integral citation = (Ford, 2015)
<b>Main Points</b>	This article explains that the Sustainable Development Goals (SDGs) are a new set of goals agreed in 2016 which aim to shape the development of the world over the next 15 years in a fair and sustainable way. It shows that the SDGs grew out of the Millennium Development Goals (MDGs) but have the advantage of being suitable for both developed and developing countries. The SDGs also go further than the MDGs as they also cover things like women's rights.
<b>Reliability</b>	This comes from the Guardian newspaper and was written by Liz Ford, who is the deputy editor of the global development section of the newspaper. This is a professional and responsible position in an award-winning newspaper.
<b>Relevance / Usefulness</b>	This will be useful in the first part of the essay to explain what the Sustainable Development Goals are and to compare them to the Millennium goals. It will help justify the need for the goals. It can connect well with the information from the UN website about the goals.

Now choose **two** of your possible sources and complete your **individual** annotated bibliography. You have to choose **different** sources to the sources your essay mates choose for their bibliographies. Once you have finished writing your annotated bibliography let your essay mates check it and submit it via Moodle. Remember to paraphrase throughout. However, if there is a short quotation you want to use in your essay you can put it in your annotated bibliography using quotation marks ("...").

# UNIT 8: PREPARING TO WRITE

## Developing a thesis

After researching your topic and building your knowledge, you should be able to develop your **THESIS**. The thesis statement is arguably the most important sentence in your essay. It shows your stance (your opinion) and answers the assignment question.

If you had to answer the essay question in one or two sentences, that sentence would be your thesis statement. Your thesis statement is usually found at the end of the introduction paragraph to make it clear to the reader what you think about the topic from the beginning.

A good way to think about a thesis statement is using an acronym. Read the definitions and decide which word each letter of THESIS stands for.

T.....	Your thesis should show you understand the topic and have thought about it carefully.
H.....	Your thesis should show what you really think, not what you think your teacher may want you to say. It's easier to defend a thesis you believe in.
E.....	Your thesis has to be clear and direct. Your reader needs to know exactly what you think from reading your thesis.
S.....	Your thesis needs to be exact. What you think and why you think it should be clear in your thesis.
I.....	Your thesis should be unique for each assignment question. It should be a thesis that answers that question and no other.
S.....	You won't have a lot of evidence in your thesis but the reasons why you think what you think should be outlined.

### Effective thesis statements

A weak thesis statement may be too general or not informative. Your stance may not be clear, or may not be explained. It's important that your thesis statement is specific. It should be a clear, direct answer to a specific question. Think about this question.

***Evaluate two sustainable development goals and decide which one will have the greatest impact.***

Discuss with your partner to develop a preliminary thesis statement.

Notes:

Thesis:



Now consider these thesis statements. Do you understand the writer’s answer? Do you understand why they think what they think?

Thesis	Clear Stance	Clear reasoning
1. All of the development goals are important and will have a significant impact on the world.		
2. Decent work and economic growth will have the most impact as they will reduce poverty.		
3. Climate action is the SDG which will have the greatest impact because without climate action the world will face a global crisis which will make the other goals meaningless.		
4. To be successful, the SDGs will need financial resources and international cooperation. Therefore, partnerships for the goals will have a greater impact than reduced inequalities as partnerships will make every other goal possible.		
5. Although Life Below Water will have a significant environmental impact, Reduced Inequalities will have greater economic and social impact.		

### Writing your thesis

Now think about your assignment question and complete the table below.

<b>Your Question</b>	
<b>Which goals will you write about?</b>	
<b>What’s your answer?</b>	
<b>Reasons why?</b>	

Now combine your ideas into one or two sentences to make **your** thesis statement.

.....

.....

.....

### Presenting Your Thesis

Once you have your thesis, you are going to present it to the rest of the class.



Don't be afraid of the audience's questions. They will want to know about your argument and your evidence. This is your first chance to test your thesis to see if other people agree with it and where you need to find support or maybe make some changes.

### Time management in essay writing

Once you have your thesis, you ought to think about **when** you will write the essay. When working in a group, it is important to make sure there is time for the other members of your group to review what you have done and agree on the draft that is submitted. Complete this quiz about scheduling when to write an essay - [http://www.prepareforsuccess.org.uk/managing\\_your\\_course\\_work.html](http://www.prepareforsuccess.org.uk/managing_your_course_work.html).



When you have finished, discuss with your group and make a schedule for how you are going to write your essay and meet your deadlines. Remember you will need time so that work can be reviewed by the whole group before the submission deadline. Your plan should also have some flexibility – expect the unexpected. What if someone gets sick? What if there's a power cut or the internet is interrupted?

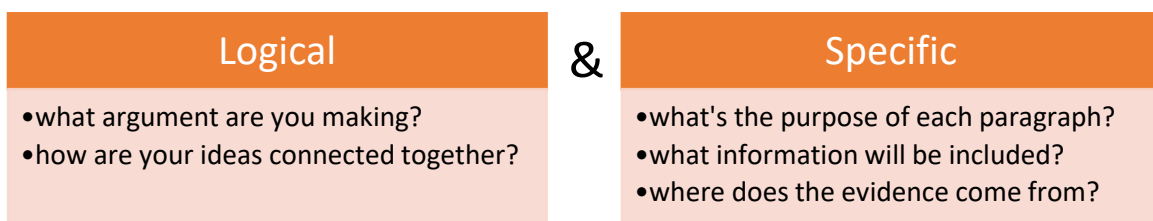
### Structuring an essay

Watch this video by the University of Reading about structuring an essay - [http://www.screencast.com/users/UniRdg\\_Library/folders/Study%20Advice/media/d6a754d4-5f8b-40de-a6ca-e52db3253c52](http://www.screencast.com/users/UniRdg_Library/folders/Study%20Advice/media/d6a754d4-5f8b-40de-a6ca-e52db3253c52).

- Does it help you clarify how an essay should be organised?
- What do you think is the most useful advice?

### Developing an outline

Once you have your thesis, it is time to think about the overall organisation of your essay. The planning stage of writing your essay is vital as it helps you decide what the best way is to show your argument and make your reader agree with your analysis. A good outline should be:

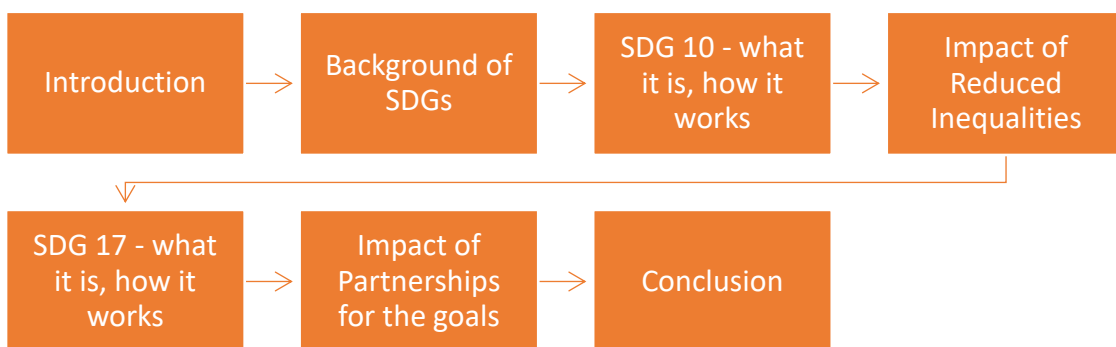


**Organising an outline**

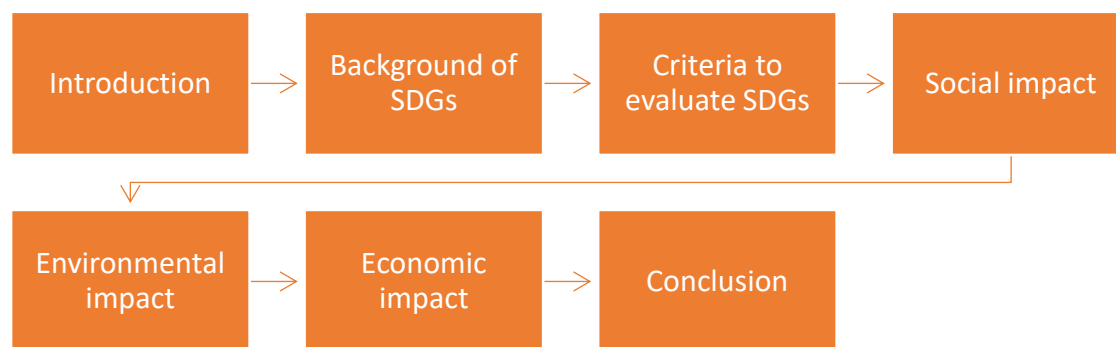
Essay outlines provide the framework you build your essay on. They provide structure so that the ideas flow logically and build towards a strong conclusion. There are normally several ways you can organise ideas and you must decide which is the most effective way for explaining your thesis. Consider the two rough outlines for this example question:

***Evaluate two sustainable development goals and decide which one will have the greatest impact.***

**Thesis 1:** To be successful the SDGs will need financial resources and international cooperation. Therefore, Partnerships for the Goals will have a greater impact than Reduced Inequalities as partnerships will make every other goal possible.



**Thesis 2:** Although Life Below Water will have a significant environmental impact, Reduced Inequalities will have greater economic and social impact.

**Giving an outline substance**

The above rough outlines give you an idea of the argument but wouldn't be very useful for helping you write the essay. Your outline is a map to your essay and the more detailed your map, the easier it is to reach your goal.

A good outline makes it easy to see the kind of information you are going to discuss in each step. Consider the difference between the following example outlines of the second paragraph of an essay on the SDGs. The topic of the paragraph is about the background of the SDGs. Which one would be most useful for writing an essay and why?

<b>Version 1</b>	<b>Background of SDGs</b>
<b>Version 2</b>	<b>Background of SDGs</b> <ul style="list-style-type: none"> <li>• Difference from Millennium Development Goals (MDGs)</li> <li>• What the goals are</li> <li>• Purpose of goals</li> </ul>
<b>Version 3</b>	<b>Background of SDGs</b> <ul style="list-style-type: none"> <li>• Difference from Millennium Development Goals (MDGs) <ul style="list-style-type: none"> <li>○ focus on equality and implemented in developed &amp; developing countries</li> </ul> </li> <li>• What the SDGs are <ul style="list-style-type: none"> <li>○ agreement of 17 goals signed by 193 member states of the UN</li> </ul> </li> <li>• Purpose of goals <ul style="list-style-type: none"> <li>○ to end poverty, inequality and prevent climate change</li> </ul> </li> </ul>
<b>Version 4</b>	<b>Background of SDGs</b> <ul style="list-style-type: none"> <li>• Difference from Millennium Development Goals (MDGs) (Ford, 2016) <ul style="list-style-type: none"> <li>○ focus on equality and implemented in developed &amp; developing countries</li> </ul> </li> <li>• What the SDGs are (UN, 2016) <ul style="list-style-type: none"> <li>○ agreement of 17 goals signed by 193 member states of the UN</li> </ul> </li> <li>• Purpose of goals (Thwaites, 2015) <ul style="list-style-type: none"> <li>○ to end poverty, inequality and prevent climate change</li> </ul> </li> </ul>

Work with your group and develop your outline on Stormboard. Make sure it is detailed and specific and try to answer these questions once you have created your outline.

- What is the point of each paragraph?
- What is the supporting evidence for each paragraph?

## Presenting an outline

You are going to present your outline to the class. Presenting your outline orally helps you focus on the organisation of your ideas and gives peers a chance to question your argument and thesis. Your presentation should last five minutes, with five minutes for questions. The purpose of your presentation is to explain:

- your thesis
- the organisation of your essay
- the evidence you are going to use

It will also be an opportunity to see how you give an oral presentation. There is no grade for the outline presentation. It is a formative assessment which means that your teacher will check how good (or not) your work is and give you advice so you can continue in the right direction and improve further.

**What is a presentation?**

A presentation is just like an essay – it is your examination of a topic. There are many different types but one thing *all* presentations have in common is that they should have an effect on your audience. You might want to inform them, or persuade them, but a good presentation shouldn't waste the audience's time. Your work must be:

a clear answer  
to the question

organised and  
logical

well-researched  
and informative

**Preparing a presentation**

Before you give your presentation, you need to practise it A LOT. When you are practising, you should stand and deliver your presentation how you plan to do so in the presentation itself. In this way, you will become familiar with what you are saying and how you will say it. One of the reasons presenting can be difficult is not doing enough practice beforehand. The more you practise, the more natural your presentation will become.

**Using visual aids**

Visual aids (e.g. a poster or PowerPoint presentation) can help your audience follow what you are saying. However, what you say is still the most important thing. Your audience doesn't want to read a lot in your visual aids – they want to listen to you. This means your visual aids should be clear and concise and only contain the most important information.

**Presenting, not talking**

When you present, pay particular attention to your voice. It is very different talking to a group of people rather than to one or two people. When presenting to a group your voice has to be bigger – this means it should be:

- Louder
- Slightly slower
- More confident
- Have bigger pauses
- Have bigger stresses

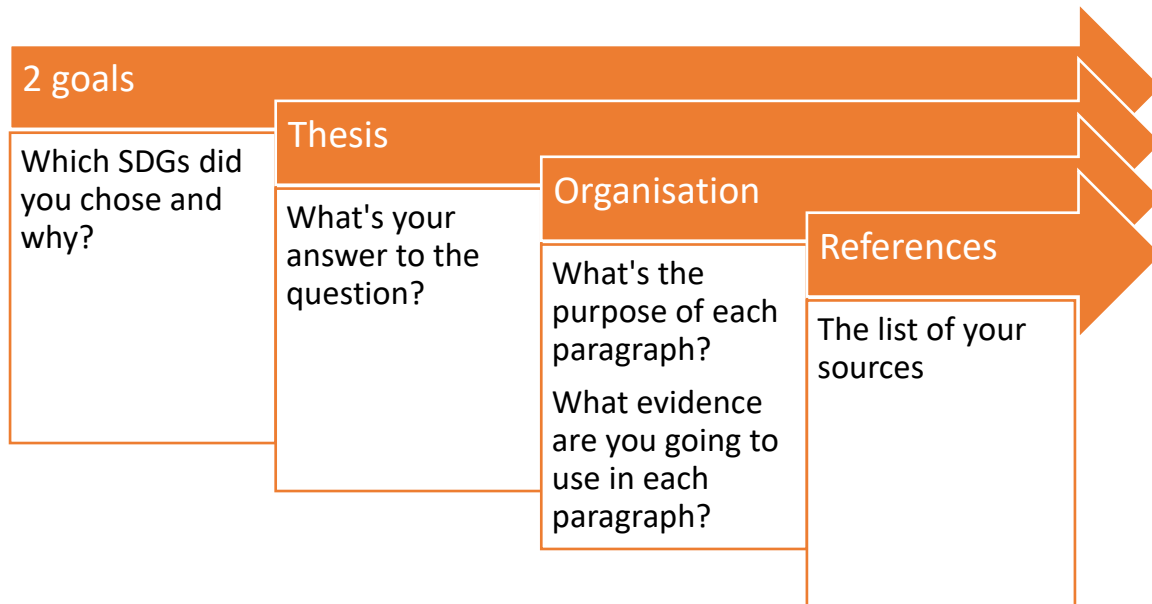
Complete the activities from Prepare for Success to make sure you understand the expectations of an academic presentation -

[http://www.prepareforsuccess.org.uk/skills\\_for\\_presenting\\_in\\_seminars.html](http://www.prepareforsuccess.org.uk/skills_for_presenting_in_seminars.html)



### Outline Presentation Organisation

There are four main parts in your outline presentation (see below). By the end of the presentation your audience should have a clear understanding of your answer, your reasons for thinking how you do and the evidence you plan to use to support your points. They should also know the general organisation of your essay and how many paragraphs you intend to have.



### Dealing with questions

The most important part of any presentation is the Question & Answer section. A good presentation should make your audience think and should start a discussion with them. You should be prepared to:

Expand on some of the points you made

Justify your ideas if someone disagrees with you

Explain the sources in your reference list

Here are some tips for dealing with questions.

- Don't rely on one speaker – if only one person answers questions, it looks like no-one else in the group really knows about the topic.
- If you don't understand a question, ask for clarification. If you try to answer a question you don't understand, you're just going to waste your time and the audience's time.
- Keep your answer focussed and don't give an extremely long answer. You want to give time for more questions.
- Be honest. If you don't know the answer, say so. You can't be expected to know everything but you can say that you will check for the answers later and let the questioner know.

As this is an outline presentation it is a great opportunity to see if people understand your thesis and if the argument of your essay makes sense. Remember that in this kind of presentation you can ask your audience questions at the end. You might want to check that your argument is clear or that the evidence you have is convincing.

# UNIT 9: WRITING AT UNIVERSITY

## Academic style

Language changes depending on the context. You use different language when you speak to your family, your friends, someone you don't know or to your lecturers. There is also a big difference between spoken English and written English. When people speak, the style is less formal and may include slang or idioms.

Writing, however, is more formal and essay writing at university has its own style which is different from other forms of writing, such as newspapers and novels. In this course, you are expected to use an 'academic style' of writing. Watch the first 3 minutes of this introductory video to academic style from University of Reading and make a note of the examples of what you should use in your written work at university.

[http://www.screencast.com/users/UniRdg\\_Library/folders/Study%20Advice/media/0089c0fb-3549-43bd-92ec-73780d638987](http://www.screencast.com/users/UniRdg_Library/folders/Study%20Advice/media/0089c0fb-3549-43bd-92ec-73780d638987)



## Sample draft

Look at this example of an essay draft (an early, unfinished version of writing). Discuss with your groupmates the strengths and weaknesses of the draft. Consider:

- The overall clarity of the answer
- The organisation of ideas
- The strength of the argument
- The strength of the evidence
- The kind of language used

### **Evaluate two Sustainable Development Goals and decide which one will have the greatest impact**

Nowadays, the world is facing more and more challenges that affect everyone on earth. Think how terrible it is that some people don't have enough food to eat or proper education. Do you know how many people get sick because they don't have clean water? Luckily, the United Nations has introduced the Sustainable Development Goals (SDGs) which will help a lot. The SDGs are a set of goals and targets that lots of countries have signed up to. They aim to reduce poverty, increase people's quality of life and have a positive impact on the environment. There are 17 SDGs in total, covering a wide range of global issues. All of them will have a significant impact on the world and this essay is going to consider the impact of two goals in particular, Reduced Inequalities and Partnerships for the Goals. To be successful the SDGs will need financial resources and international cooperation. Therefore, Partnerships for the Goals will have a greater impact than Reduced Inequalities as partnerships will make every other goal possible.

Before considering the two goals in detail it is necessary to understand the purpose of the SDGs and what they hope to achieve. The SDGs have developed out of the Millennium Development Goals (MDGs), which were agreed in 2000 and finished in 2015. The MDGs were successful in some ways but every coin has two sides. As John points out, the MDGs were more limited than the SDGs as they only focused on developing

countries (<http://theconversation.com/explainer-the-worlds-new-sustainable-development-goals-47262>). In contrast, the SDGs apply to both developed and developing countries and also cover more areas than the MDGs, including gender equality and protection of the environment.

One of the main aims of the SDGs is to reduce inequality. There is an interesting video, If 100 People Lived on Earth, that highlights some of the major inequalities in the world. As we all know, it is so terrible that a small number of people control most of the money in the world and more and more people don't get access to education or good health so they cannot make money or look after their families properly. Isn't it a shame? Reduced Inequalities aims to change this and make the world a fairer place. There are many targets involved in Reduced Inequalities (UN, <https://sustainabledevelopment.un.org/sdg10>) which will certainly reduce the inequality between countries and, importantly, reduce the inequality inside countries. This will give many people more opportunities and will have a significant impact on people's lives.

However, I think Reduced Inequalities will only have such a positive impact if it is successfully implemented. Inequality is a complex problem to solve and is not something which can be done by individuals or governments working alone. It is going to require lots of cooperation and this means that Partnerships for the Goals is an essential step as it is only through partnerships that all the other goals become possible. An illustration of how a partnership can help another goal be implemented is the Paris Agreement on climate change. Action on climate change (Goal 13) depends on the cooperation and action of major polluters and the US and China agreeing to the Paris Agreement is a significant step in making Goal 13 possible (Phillips, Harvey and Yuhas, 2016).

In conclusion, Partnerships for the Goals will have the greatest impact as it is through partnerships that every other goal can be reached. While some of the goals, such as Reduced Inequalities, will have a significant positive impact on people's lives the SDGs can only be successful if there is wide cooperation between people and countries. The SDGs are designed to help solve complex, global issues. If the goals are successfully implemented the world in 2030 will be a fairer, cleaner, healthier place.

### References

Thwaites, J. (September 22 2014) Explainer: the world's new sustainable development goals. Retrieved from <http://theconversation.com/explainer-the-worlds-new-sustainable-development-goals-47262>

UN (2016) <https://sustainabledevelopment.un.org/sdg10>

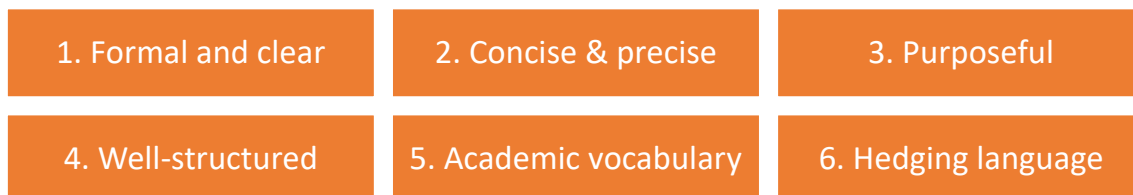
Tom Phillips, Fiona Harvey, Alan Yuhas (2016) Breakthrough as US and China agree to ratify Paris climate deal. *The Guardian*. Retrieved from <https://www.theguardian.com/environment/2016/sep/03/breakthrough-us-china-agree-ratify-paris-climate-change-deal>

Now look at the specific features of academic writing outlined in the next section and highlight language which is not academic style. Remember to check the reference list as well.



## What makes academic writing special?

There are some typical characteristics of academic writing that you should use (if you don't already).



### 1. Formal and clear

Writing formally and clearly (with clarity) does not mean using long sentences and complex words. This is a common mistake that new university students make. What is important is that you make your point in a way that your reader has no problem understanding what you mean and **without** the following.

- Colloquialisms (conversation language) such as 'okay', 'really good', 'things' or 'stuff'
- Clichés (common, overused phrases) such as 'every coin has two sides', 'in a nutshell', 'nowadays' or 'as we all know'
- Exclamations (!) or questions (?)
- Contractions (short forms) such as 'shouldn't', 'won't', 'can't' or 'isn't'
- Personal pronouns (e.g. I, you, we, us). Different subject areas have writing styles that they prefer and for assignments for specific subjects, you should check with the relevant teacher or professor. However, for this course you are encouraged to use an objective style (i.e. not subjective or personal). One way that you can do this is to use the passive structure:

'I think that ...'	'I analysed the data'
↓	↓
'It is believed that ...'	'The data was analysed'

However, if you are writing a reflective text, the style will be more personal since you are writing about your own experience and thinking about what you learned (or didn't learn!).

### 2. Concise and precise

To write concisely is to give a large amount of information in a small number of words. This is a vital skill because you need to show that you have knowledge and that you can convey this knowledge to another person directly without taking too long. This is why you have a word limit for your essay and should not exceed it. 'Precise' means being accurate or very clear in details. If you are a science, engineering or business student, precision is very important as you may have to deal in very specific figures, e.g. '\$10.5 million per month' rather than 'about \$10 million per month'.

### 3. Purposeful

You have previously learned about the primary purposes of writing at university and you should also think about the purpose of your specific assignment.

- **Who are you writing for, i.e. your reader/audience?** Will your reader know about the topic of your essay? How much do you need to explain or define for them? Remember that in this course your audience is not only your teacher but also your classmates. Therefore, your essay must be suitable for both types of reader.

- **What information or argument do you want your audience to understand?** You are given a question and your essay is the answer to that question. If you answer the question well (after breaking down the question, planning, drafting and proofreading), then you are able to give the audience what they want.

#### 4. Well-Structured

Having a clear, logical and connected structure to your essay is crucial. Of course, the most basic structure of an essay is ‘introduction – main body – conclusion’ but you will learn about this in more detail in this course. A helpful resource from the University of Reading about planning and structuring your essay can be found here: <https://www.reading.ac.uk/internal/studyadvice/StudyResources/Essays/sta-planningessay.aspx>



#### 5. Academic Vocabulary

In the ‘formal and clear’ section, there were some points about the language you should or shouldn’t use in academic writing. In addition, there is an Academic Word List (AWL) which was created by Averil Coxhead, who carried out research in a New Zealand university (Coxhead, 2000). The AWL is made up of 10 lists of words (from a total of 570 word families) which are often found in academic texts. It does not include the 2000 most common words in English, i.e. from the General Service List (GSL). The AWL is not limited to specific subject areas so it can be very useful for general education writing. You can find the AWL here: <http://www.eapfoundation.com/vocab/academic/awllists/>



An interesting feature of academic vocabulary is that there are many words which have a common, general meaning but which can have meanings in different academic contexts (see some examples below).

Word	General Meaning	Academic Meaning
Solid	Stable in shape, not a gas or liquid (n.)	Certain, high standard, e.g. solid evidence (adj.)
Discipline	Use punishment to train for obedience (v.)	An area of study, e.g. sociology (n.)
Underline	Draw a line under something, e.g. underline (v.)	Give emphasis to something (v.)
Population	The number of people living in an area (n.)	All people who could be included in a survey (n.)

One more feature of academic vocabulary in written work is that there are higher levels of noun phrases. Using nouns phrases (also known as nominalisation) tends to be a more formal style. If you write a sentence and notice that the verb you used could be turned into a noun, then it is a good idea to rewrite the sentence and to use the noun phrase. For example,

There was evidence that some children were **treated differently**.



There was evidence of **differential treatment** of children.

and

The businessman **bribed** the officials for more contracts.



There were cases of **bribery** in order to gain more contracts.

If you would like to practise making noun phrases and changing other word forms, you should go to the website by the academic English expert, Andy Gillett - <http://www.uefap.com/vocab/vocfram.htm>



**6. Hedging language**

Hedging means avoiding absolute language because it can be difficult to prove and support absolute statements. If you say the SDGs **will** be met this is a strong statement. If you say the SDGs **may** be met this is a softer statement and a statement that is easier to support. You can hedge by using tentative language like modals (may, might, could) and ‘sometimes’ rather than ‘always’.

**Practising academic style**

With reference to the six points above, how would you change these sentences to make them more academic in style? Note: there is not only one correct answer.

- a. The SDGs are really great and will make the world a wonderful place!  
.....
- b. In my opinion the most important SDG is No Poverty because, as we all know, if people don't have money they can't do anything.  
.....
- c. There are lots of reasons why the SDGs won't be as successful as people hope.  
.....
- d. While the SDGs will certainly increase the standard of living for a lot of people every coin has two sides and the benefit will be much greater in developing countries because it is obvious that life in developing countries is very bad so it will be easier for those countries to make a lot of progress in a short time while in developed countries the standard of living is already very high so it won't be very easy for those countries to make as much progress as they are already developed.  
.....  
.....  
.....



## Referencing (Part 3) – Academic Integrity

A key (if not the most important) part of academic writing is integrity. This basically means honesty. You (and/or your group) are responsible for any writing you produce at university and you must be honest and clearly show which authors' ideas from books, journal articles, newspapers or websites influenced you. This is one of the reasons why it is important to use citations and clear references.

To help you to refer to the sources you read for your essay, there are some standard rules that you can follow. These standard rules are known as 'referencing conventions' and are used worldwide. There are several different types of referencing conventions but in this course, you will learn about one in particular, APA style. APA (American Psychological Association) style uses the author's surname and year of publication of the original source in the essay text (in-text citation) and full details of the source in a reference list (or bibliography) after the essay.

To find out if you can recognise correct APA references, try the exercise on the website of the Australian university, The University of Adelaide:

<http://www.adelaide.edu.au/english-for-uni/essay-writing/exercise-5/>



### Avoiding Plagiarism

If you are not careful with your referencing, you might end up committing plagiarism even though you do not intend to. Plagiarism is a very serious offence at university and so you need to make sure you understand what it is and how to avoid it.

Watch this video from the University of Reading and discuss what you think is the best advice for avoiding plagiarism -

[http://www.screencast.com/users/UniRdg\\_Library/folders/Study%20Advice/media/61f27196-3735-4f08-8e99-98a9340756f3](http://www.screencast.com/users/UniRdg_Library/folders/Study%20Advice/media/61f27196-3735-4f08-8e99-98a9340756f3)



### Plagiarism Game

Now play the plagiarism game from Lycoming College -

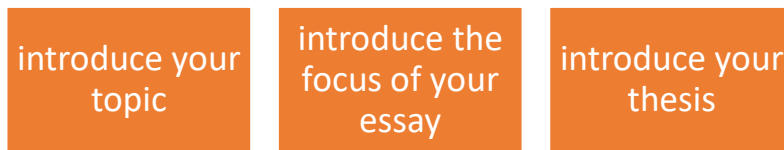
<http://www.lycoming.edu/library/instruction/tutorials/plagiarismgame.aspx>. Can you clear all the rooms?



# UNIT 10: STARTING TO WRITE

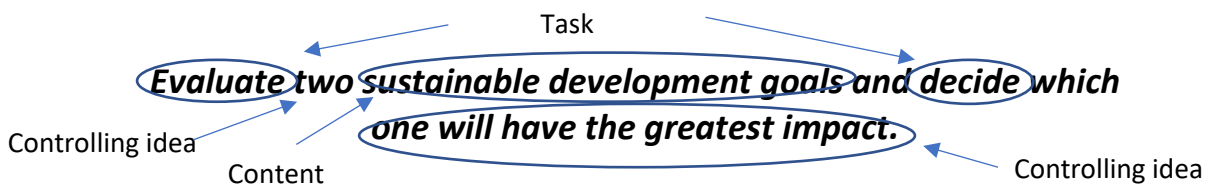
## A Working Introduction

The introduction to your essay is very important. It explains what your essay is going to be about and presents your thesis to your reader. The best time to write your introduction is after you have finished writing the body of your essay because then you know exactly what you are introducing. However, it is useful to start your essay with a working introduction to help guide you through your plan for the body of your essay. This working introduction should:



### Letting the question shape your introduction

When we looked at assignment questions (page 43) we looked at how they have a task, content and a controlling idea. You can use these to shape your introduction. Consider this example:



The **working** introduction for this question could look like this.

Introduce the <b>content</b> (the topic of the essay)	The Sustainable Development Goals (SDGs) are a UN initiative agreed by 193 member states which aim to reduce poverty and inequality and help tackle climate change. There are 17 SDGs which provide guidelines for countries in different areas from Zero Hunger to Climate Action, from Gender Inequality to Quality Education.	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">General</div> <div style="width: 50px; height: 150px; background: linear-gradient(to bottom, #f4b084, #f4b084);"></div> <div style="margin-top: 10px;">Specific</div> </div>
Focus on the <b>controlling idea</b>	The effect of these goals can be measured in terms of impact on the environment, economy and society with different goals having a different level of impact in these three areas.	
State your <b>thesis</b>	Although Life Below Water will have a significant environmental impact, Reduced Inequalities will have greater economic and social impact.	



## Connecting paragraphs – transitions

Paragraphs do not stand alone. There should be a logical connection between them (i.e. the final sentence of one should lead into the first or topic sentence of the next). This helps to make your essay coherent\* and cohesive\*\* (check the grade descriptors for the essay for more details). Your transitions can also show the connection between the paragraph and your thesis.

\*Coherent = being logical and connected as a whole (from sentences to paragraphs to the complete essay)

\*\*Cohesive = linking together of a text with grammar and vocabulary so that it has clear meaning

In a group essay it is particularly important that the ideas are connected clearly. This means you need to think about the order of information in your essay. A basic way to connect paragraphs is

Firstly, ...  
Secondly, ...  
Thirdly, ...

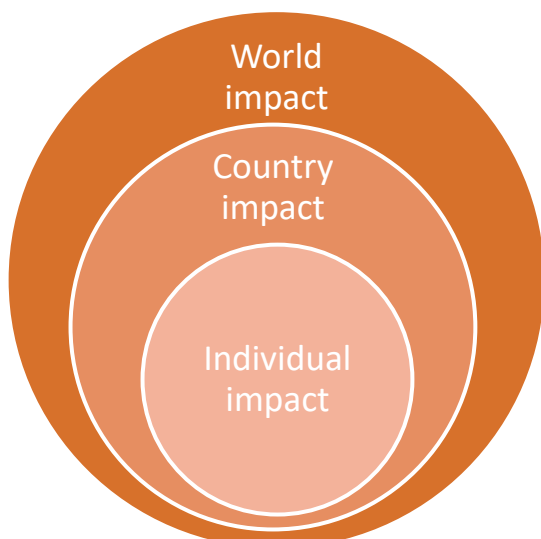
However, this is a very weak way to connect ideas. It is not very interesting or very informative for your reader. Why is first 'first' and second 'second'? You should try to develop transitions that could only connect one specific paragraph to another specific paragraph.

There should be a logical sequence to your points and you should make that connection and your logic clear to your reader. For example,



Transition sentences	
<b>Start of paragraph 1</b>	<i>One of the impacts of the SDGs is ...</i>
<b>Start of paragraph 2</b>	<i>Perhaps a more important impact of the SDGs is ...</i>
<b>Start of paragraph 3</b>	<i>Arguably the most important impact of the SDGs is ...</i>

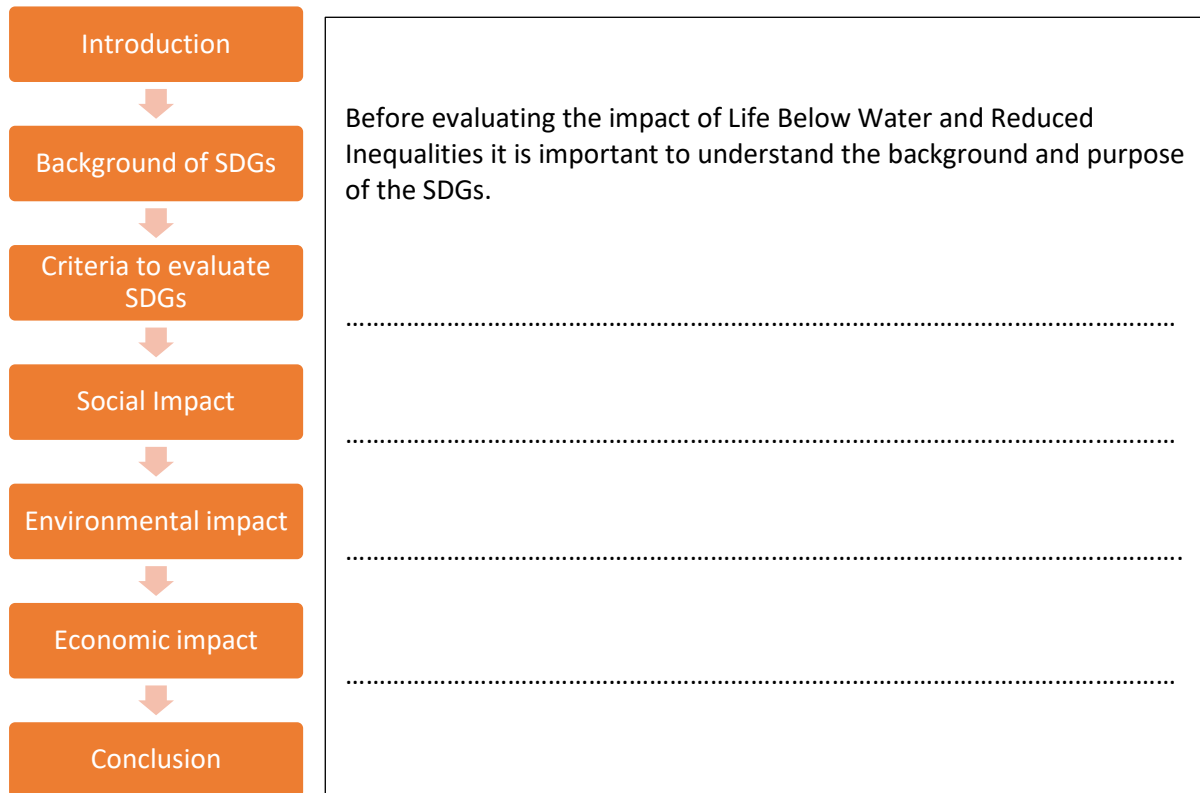
or



Transition sentences	
<b>Start of paragraph 1</b>	<i>The SDGs will have an impact on individuals.</i>
<b>Start of paragraph 2</b>	<i>As well as individuals, the SDGs will also have an impact on countries.</i>
<b>Start of paragraph 3</b>	<i>Ultimately the SDGs will have an impact on the world.</i>

### Writing Transitions

Consider the following rough outline. What would you use as the first sentence of each paragraph to show the connection between the ideas and the question? The first example is done for you. When you are thinking about the logical connection between ideas, you may decide to change the order of the paragraphs to suit how you logically link them.



Now think about the outline for **your** essay. Discuss the logical arrangement of your paragraphs with your group. Think of the transitions you can use to introduce each paragraph.

### Conclusions

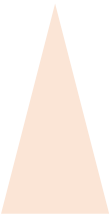
The concluding paragraph should provide a satisfactory ending to the essay for your readers. This paragraph is where you can remind them of the most important points of your essay but **do not** include any **new** information. In some ways, the conclusion is like a ‘mirror’ of the introduction. Instead of the ‘general to specific’ seen in most paragraphs, the conclusion has a ‘specific to general’ pattern. As with introductions, your conclusion should do certain things. What steps does the author take in this example conclusion?

The SDGs are going to have a significant impact on the environment, economy and society and different goals will have different levels of impact in these areas. Life Below Water will have a significant impact on the environment but Reduced Inequalities will have a greater overall impact because it will affect both the economy and society. Overfishing and pollution are two major challenges that Life Below Water will help address. However, inequality is one of the major challenges facing the world. While inequalities exist, the world will not be a fair or just place. Reduced Inequalities will give more people access to better education which will mean they can contribute more to the economy and will also help make society itself better. However, it is important to note that all of the goals need to be met if the SDGs are going to be successful and lead to a fairer, more prosperous, cleaner world.



### Steps in a conclusion

After looking at the example you should have identified the following steps.

<b>Answer the question</b>	Restate ( <u>not</u> repeat) the <b>thesis statement</b>	
<b>Summarise your argument</b>	Summarise the key points from body paragraphs	
<b>Comment on the topic</b>	Make a broad statement about the topic	

### First draft submission

Once you have completed your first draft it should look like an essay. It should have a working introduction and a provisional conclusion but check with your tutor for the exact requirements. However, there should be clear citations showing where your evidence and examples come from and there should also be a reference list.

Before you submit your first draft everyone in your essay group needs to read it and approve it for submission. Then one member of your group should upload it to the **first draft forum** on Moodle before the deadline.

Once your draft is uploaded you should look at other drafts from other groups. It can be interesting and informative to see how different people approach the same question. You might get some useful ideas about organisation or find out about a source that would be useful for your essay.

### Reflective thinking and writing (part 2) - stop, check, reflect

After you submit your first draft it is a good opportunity to think about how your group is working so far. Are you working well together? Is your team working as expected? Are you following your ground rules?

You should be reflecting on you and your coursework and collaborative work as the semester has progressed. Remember that reflective thinking is an ongoing process and a vital part of it is that it gives you the power to take control of your actions and make improvements in your life and studies.

According to Southampton Solent University (2016), reflection is:

- Self-awareness: thinking of yourself, your experiences and your view of the world
- Self-improvement: learning from experiences and wanting to improve some area of your life
- Empowerment: putting you in control of making changes and behaving in a different way

Be sure that you fill in the **Stop, Check & Reflect** document honestly and thoughtfully. It is important to think deeply about how you and your group work together. Some students are tempted to fill it in quickly and simply tick 9 or 10 (i.e. the most positive points) and when it comes to the end of semester, they suddenly tell their teacher that the group is not working well together. This is poor management of the project and being too polite and saying nothing during semester is neither empowering yourself nor helping anyone in the group to improve. Honesty is vital for positive action to be taken.

# UNIT 1 1: EDITING

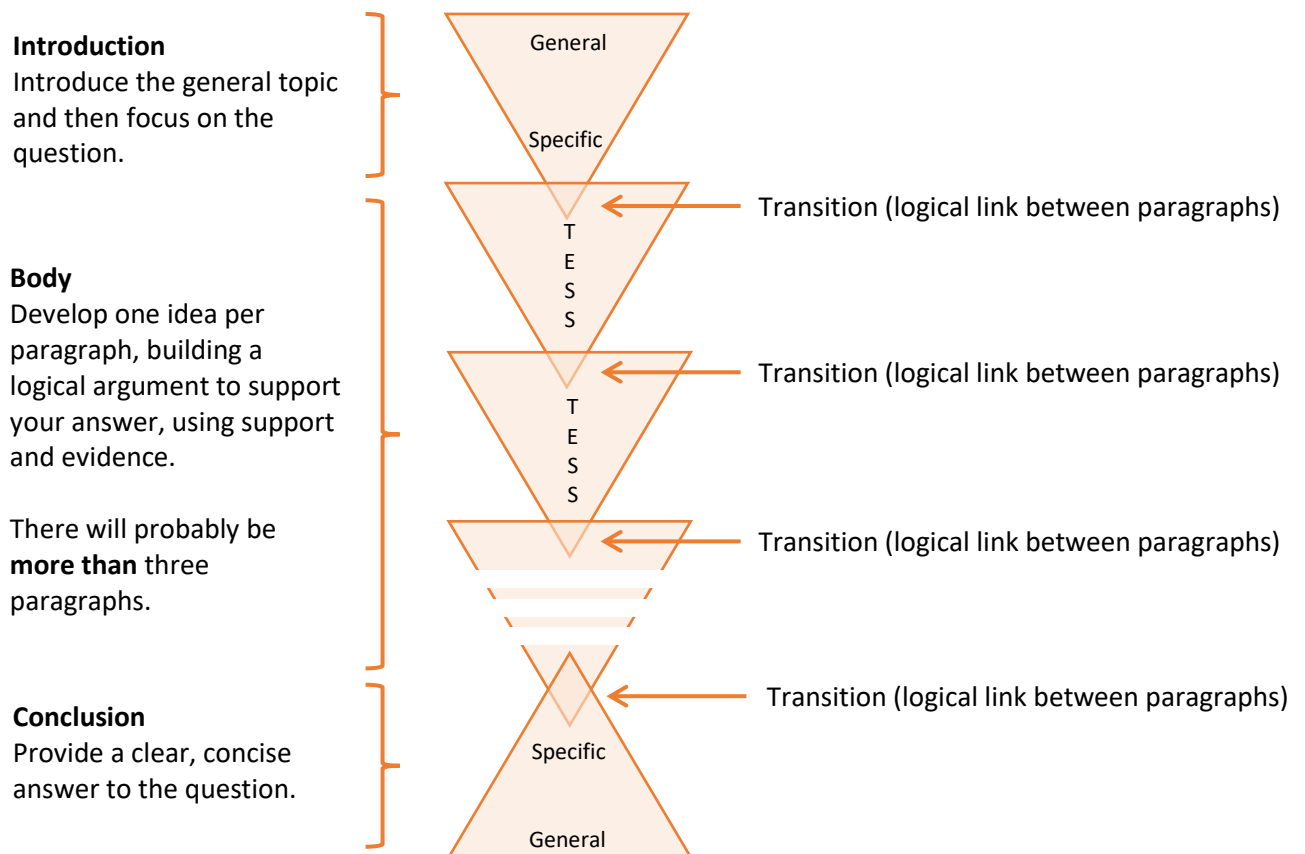
## The value of editing

One of the most important stages of writing an essay is the editing stage. This is when you go through your essay several times to make sure what you are trying to say is clear and your ideas are logically connected to each other.

Your essay should be a series of connected ideas that are fully focused on answering the question. This means you might have to move things around from your first draft, extend some sections, and delete some others. Don't be afraid to make changes to your text as it's a natural progression.

## The Overall Shape of an Essay

We've discussed the shape of individual paragraphs and introductions and conclusions. This means your essay should look something like this.



Look at your essay and answer these questions.

1. Is your answer clear throughout your essay?
2. Are your ideas arranged logically?
3. Is that logic clear to your reader?
4. Are your paragraphs connected together well?

## The need for feedback

Working in an essay group means you should already have three people looking at your essay to make sure it makes sense. However, when you write an essay it can be difficult to see what is missing as you have all the information and you understand what you mean. Therefore, it's very important to get other perspectives on your work so you can ensure your reader understands what you want them to understand from your essay.

### First draft feedback

The feedback on your first draft will focus on the overall quality of your ideas and your argument. Feedback will comment on:



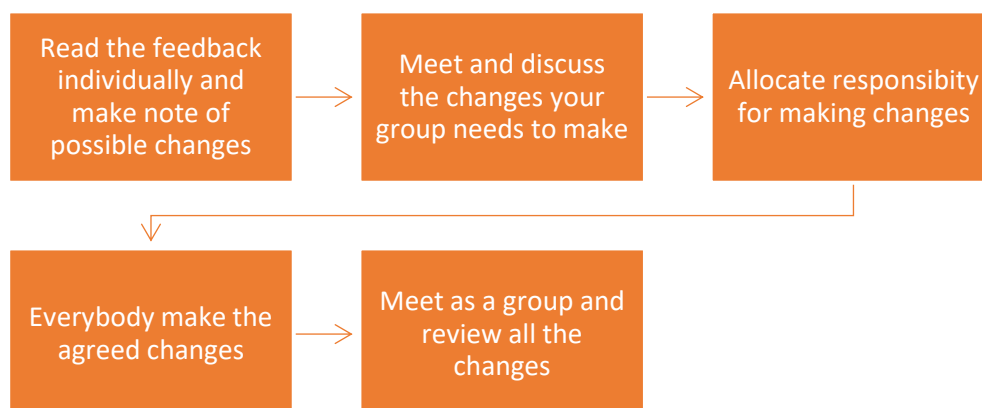
As you will see, the feedback will not focus on language unless your language causes some problem for the reader in understanding your ideas. The feedback won't point out **EVERY** mistake but if, for example, the feedback says 'Check citations' then you should check **ALL** the citations in your essay, not just the highlighted error.

### Editing your essay

When you are editing your essay, it might change a lot. You may:

- divide paragraphs
- move paragraphs
- delete paragraphs
- move evidence from one paragraph to another
- add new evidence to a paragraph

A good procedure for editing as a group would be as follows.



The important thing is that **every** member of the group looks at **every** part of the essay and contributes ideas to the changes that have to be made.

### Working with feedback

When you get feedback on an essay it can be overwhelming but this video from University of Reading gives useful advice on how to work with feedback.



- Is this what you do with feedback already?
- What do you think is the best idea in the video?

[http://www.screencast.com/users/UniRdg\\_Library/folders/Study%20Advice/media/2c4eb515-5127-4ae3-afa0-8a628310a07a](http://www.screencast.com/users/UniRdg_Library/folders/Study%20Advice/media/2c4eb515-5127-4ae3-afa0-8a628310a07a)

## Second draft submission

Once you have completed editing as a group you need to submit your essay draft. For your second draft you should submit your essay following APA guidelines. This means your essay should have:

- A cover page
- A running header
- Use Times New Roman font, size 12
- Have a properly formatted reference list
- Have 2.0 line spacing
- Have a word count at the end of your essay before the reference list

## Referencing (Part 4) - formatting your reference list

You need to put your reference list on a new page at the end of your essay and it has to be formatted correctly. Every source you cite in the body of your essay should be in your reference list. If you didn't cite the source in the body of your essay, it shouldn't be in your reference list.

**References**

Sources are organised by author surname → *Dweck, C. (2014 November). Carol Dweck: The power of believing that you can improve | TED Talk | TED.com [Video file]. (n.d.). Retrieved from [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_th\\_at\\_you\\_can\\_improve?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_th_at_you_can_improve?language=en)*

Sources are listed in alphabetical order (A-Z) → Ford, L. (2016, January 19). Sustainable development goals: all you need to know. Retrieved from <http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>

Sustainable Development Knowledge Platform. (2015). *Transforming our world: the 2030 agenda for sustainable development*. Retrieved from <https://sustainabledevelopment.un.org/post2015/transformingourworld>

Second lines are indented so individual sources can be seen easily → Thwaites, J. (September 22 2015). Explainer: the world's new sustainable development goals. Retrieved from <https://theconversation.com/explainer-the-worlds-new-sustainable-development-goals-47262>

Which of the sources in the reference list above seems to be 'the odd one out'? Why?

## No one writes alone

After you submit your second draft you will get feedback from other students. Watch this video from MIT about the process of peer review - <http://video.mit.edu/watch/no-one-writes-alone-peer-review-in-the-classroom-a-guide-for-students-8336/>



Now answer these questions.

1. What is a peer?

.....  
.....

2. What is the benefit of peer review?

.....  
.....

### The value of giving feedback

As you can see, it can be very useful to look at someone else's work and give feedback. This helps them make their essay clearer and can also help you see how other people approach writing an essay, how they organise ideas, use language and incorporate sources. You can then look at your own essay with fresh eyes.



## Second draft feedback

You are going to give feedback on the second draft of another group's essay. You are all going to look at a different essay and give individual feedback using the peer feedback form. Your feedback should be useful to the other group and help them improve their essay.

Quality of Answer		✓ = yes X = no	Comments/Suggestions
1	Does the introduction introduce the topic before explaining the focus of the essay?		
2	Does the introduction have a clear <b>thesis statement</b> ?		
<b>A. Write a <i>paraphrase of the thesis statement to show what you understand</i>:</b>			
3	Is there only one main topic in each main body paragraph?		
4	Does each main body paragraph have a topic sentence?		
5	Does each main body paragraph explain its topic		

Write useful suggestions and comments – try to be specific.

Make sure you paraphrase their thesis (in Section A).

<b>B. If some paragraphs do not have solid topic sentences or expanded explanations, suggest improvements:</b>			
9	Does the conclusion summarise the main points of the text?		
10	Does the conclusion paraphrase the thesis statement?		
11	Does the conclusion avoid introducing new information?		
<b>C. Overall Comment (your general impression of the group's second draft):</b>			

If there are some weaknesses in the essay, try to give better alternatives.

Think about the essay as a whole. Did it convince you? Comment on both positive features and things that could be improved.

Essay Mechanics		✓ = yes X = no	Comments/Suggestions
12	Are all of the countable / uncountable, singular or plural forms correct?		
13	Do the verb forms agree with the nouns and pronouns?		
14	Is the punctuation used correctly (including in citations)?		
15	Is the text free of contracted verb forms (e.g. isn't)?		
16	Are all of the words spelled correctly?		
17	Is the language suitable for academic (i.e. formal)?		

In the language section highlight specific examples & recommend corrections.

Now you have looked at another essay, think about your own group's essay. What are its strengths and weaknesses? Any other comments?

<b>D. My Group's Essay:</b>	
-----------------------------	--

Looking at another essay should make you think about your own essay. Think about what strengths your essay has, and what could be improved. This should be quite detailed.

# UNIT 12: PRESENTATION PROJECT

## Your presentation group

You've been working on a group essay about the Sustainable Development Goals. Now you are going to work in a different group on a presentation about the SDGs. Your presentation group members should be (if possible):

Different from  
your essay group

Different  
major/discipline

Different gender

Different first  
language

## Your presentation topic

Think of your presentation as an oral essay. It is a clear, direct, well-argued and well-supported answer to a question. Write your presentation assignment question in this box.

As with an essay assignment question, the first job is to understand the question.

1. What is the task?
2. What is the content?
3. What is the controlling idea?

To help you generate ideas for your presentation, follow the unpacking procedure. What mini questions can you think of?

### Mini Questions

## Presentations take time

Preparing a good presentation takes time. It needs to be:

- Well-researched
- Well-organised
- Well-rehearsed

You must try to ensure your presentation makes other people think, which means you have to do a lot of thinking first.

### Considering your audience

The audience is very important to your presentation. Think about the differences, if you had to give a presentation about your major to:

high school  
students

univeristy  
students

your  
lecturers

a potential  
employer

1. What would the focus of your presentation be?
2. What kind of information would you include?
3. What kind of language would you use?
4. How formal would the presentation be?

When you are giving a presentation, you are giving it for the benefit of the audience. Make sure you have a clear idea of what they already know and what you could tell them that could be interesting.

### Planning a presentation

Your presentation should be a well-reasoned argument, like an essay. It needs to have a clear focus and your points need to be well supported. In the same way you make an outline for an essay, it is essential to plan your presentation too. With your groupmates, note how you plan to structure the presentation in order to best answer the assignment question in the space below.

#### Presentation Outline



### Preparing visual aids

Visual aids are an important part of your presentation. The design of your slides should be:

<b>Simple</b>	Don't confuse your audience with too much information or too many images on a slide.
<b>Consistent</b>	Every slide should have the same style. Use the same font, sizes and colours throughout.
<b>Minimal</b>	Don't have too much text. If you put text on a slide, people will read it so they will not be listening to you.

### Referencing (Part 5) – using sources in your presentation

As with an essay, you will need to do a lot of research to prepare a good presentation. You should have reliable information and make sure that your reader knows where the information comes from. You must also give citations in your visual aids with a full reference list on the final slide. Look at this slide from a presentation which talks about Life Below Water. Note the use of on-slide referencing.



### Spoken citations

When giving the presentation, you should directly cite your sources orally. When you are speaking, you could use structures such as:

- "According to the National Ocean Service ..."
- "A National Ocean Service report from 2014 found that ..."
- "The WWF argues that ..."
- "In 2016, the WWF announced that ..."

## Rehearsing a presentation

When you have planned your presentation, you need to make sure you can deliver it effectively. When you're rehearsing your presentation, it is a good idea to present to others, present in front of a mirror or video your presentation and watch it afterwards for self-reflection.

### Develop variety

It's also important when you are rehearsing to try and say the same thing in different ways. This gives you more flexibility in your presentation and it is less likely that you will forget what you want to say. It will also help you to avoid simply 'reciting' your presentation. Learning a script by heart and speaking in a mechanical way will bore your audience and will most likely lead to a poor grade.

Today we're going to talk about the Sustainable Development Goals.



So, let's get started. The focus of today's presentation is the Sustainable Development Goals.



The Sustainable Development Goals are an important issue and the topic of today's presentation.

### Presentation openings

The opening of your presentation is very important. It introduces your topic and gets your audience interested in your presentation ('hooks' them). If you have a weak opening then you may lose your audience before you've even begun.

A lot of presentation courses suggest asking a question but asking a question can be risky. When you ask a question, you lose control of the audience. What happens if they don't give the answer you expect or they all give different answers? Worse still, what if nobody in the audience says anything? When you think about your opening, think about how you can engage or hook your audience and get them thinking the same thing. You could:

give an  
interesting  
fact

show a  
powerful  
picture

tell a  
meaningful  
anecdote

### Presentation transitions

In a similar way to an essay, you should have transitions in your presentation when you move from one section to another. These transitions will usually take place when you are also handing over from one speaker to the next, so make sure the speakers acknowledge what has just been presented and what will be presented next.

### Presentation closings

Just as the opening of your presentation is very important, the end of your presentation is too. Make sure you reinforce the main point of your presentation. At the end of your talk your audience should be very clear about what you think (i.e. your stance). At the end of your presentation you should ask for questions. If your presentation has been successful, there will be questions as your audience is interested in what you said and you've given them something to think about and talk about. If you get no questions, your presentation may not have been engaging. When you are answering questions:

Be honest

Be specific

Be efficient

# UNIT 13: FINISHING AN ESSAY

## Finishing touches

You have been working on your essay throughout the semester and with each revision you make to your draft, it should be getting better and better. You should use the feedback you get from your teacher and peers to make improvements and further develop your text. When you are editing, you are looking at the **macro level**, i.e. the clarity of your answer and the organisation of your essay. Before you submit your essay, however, you also need to carefully check the **micro level**, which are the more specific details of your use of language.

## Ways of proofreading

When you are proofreading, you read your essay very carefully so that you read what is written, rather than what you *think* is written.

- Print out the essay rather than read from a screen
- Read the paper out loud (to yourself or to a classmate) and if something is hard to say or sounds strange, consider rephrasing it
- Check for one kind of mistake at a time (e.g. focus on all verbs and tenses or only citations)
- In order to proofread sentence by sentence, cover the paper with a ruler or a piece of paper to stop your eyes from moving ahead
- Never totally rely on MS Word. There might be mistakes a computer doesn't see.

## What to look for

To proofread effectively, it helps to think about the mistakes **you** usually make in your writing so you know what to avoid. There are also common errors you should try and avoid. Can you spot them in the sentences below?

Articles	•Research suggests people in the China are supportive of animal testing.
Countable / uncountable	•There are a lot of researches which prove young people have shorter attention spans.
Prepositions	•Different experts disagree of the cause of depression in young people.
Verb agreement	•Smith (2004) suggest that there is little evidence to support the idea that people rely on the internet too much.
Over-reliance	•Simmons (2010) argues that people who work with sick people need support from other people who understand people.
Parallel Structures	•It is clear that success at work depends on dedication, hard working and communication skills.

## Proofreading checklist

When you are proofreading your essay, complete the following checklist. You should be able to answer yes to every question. If not, you still have changes to make before your final draft is ready for submission.

<b>Text Organisation</b>	<b>Yes / No?</b>
Does the introductory paragraph begin with general background information?	
Is there a clear link between the background and the thesis statement?	
Does the introductory paragraph have a clear thesis statement?	
Is the main body organized in a logical order?	
Is there only previously mentioned information in the concluding paragraph?	
Does the conclusion paraphrase the thesis statement?	
Does the concluding paragraph summarise the main points of the text?	
<b>Paragraph Organisation</b>	<b>Yes / No?</b>
Does each paragraph have a topic sentence?	
Does each topic sentence have a controlling idea?	
Is there only one main topic in each main body paragraph?	
Are there concrete details to support each point?	
Are transition signals used effectively between paragraphs?	
Is there cohesion within the paragraphs?	
<b>Sentences</b>	<b>Yes / No?</b>
Can you understand each sentence?	
Does each sentence have a clear function?	
Is there a variety of sentences, e.g. simple, compound, complex?	
<b>Grammar</b>	<b>Yes / No?</b>
Are all of the verbs in the correct tense?	
Are all of the countable/uncountable, singular or plural forms correct?	
Do the verb forms agree with the nouns and pronouns?	
Is the punctuation used correctly (including in citations)?	
Is the text free of contracted verb forms, such as 'isn't, don't, won't ...'?	
<b>Vocabulary</b>	<b>Yes / No?</b>
Are all of the words spelled correctly?	
Is the language suitably academic?	
Are the word forms used correctly?	
Is the language of the text objective (not emotive)?	
Are the full forms of acronyms given the first time they are mentioned?	
<b>Submission Requirements</b>	<b>Yes / No?</b>
Is the assignment length within the word limit?	
Is there a reference list included?	
Is the reference list ordered alphabetically by surname?	
Have all the sources in the reference list been cited in the text?	
Do in-text citations follow the APA style (both integral and non-integral citations)?	

## Online tools

There are also online tools that can help you check your essay. While computers can do some things very well, they can't actually read and understand. This means they won't be able to help you with the ideas in your essay but may be able to help with some of the mechanics of writing. However, remember that computers are not perfect and you still need to think about any changes you make to your essay yourselves.

### Microsoft Word

MS Word processing programmes come with language correction features.

- Red underlining means there might be a spelling problem.
- Green underlining means there might be a grammar problem.
- Blue underlining means there may be a spacing problem or the wrong word may have been used in the sentence e.g. "too" rather than "to".

Make sure you set the language to English and pay attention to the underlining and make sure you check each case.

### Academic Vocabulary

It's important to use vocabulary appropriate for academic writing and one way of doing this is making sure you are using language from the Academic Word List (AWL). You can paste your essay into <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm> and it will highlight the words from the academic word list. There are also activities you can do so you can become more familiar with these words.



### Marking Mate

A very good resource is Marking Mate, which can help you check the academic style of your writing and identify some language related problems. It will highlight your text and tell you why there might be a problem there. <http://writingtools.xjtlu.edu.cn:8080/mm/markingmate.html>



# UNIT 14: END OF COURSE REFLECTION

## Reflective thinking and writing (Part 3)

Before you start working on your Course Reflection, try the exercise about 'Features of reflective writing' by the University of Melbourne - <https://airport.unimelb.edu.au/gate2/writing/types/reflective/features.php>



## What is reflective writing?

The Southampton Solent University (2016) provides a useful summary of some of the key differences between reflective and academic writing. Creating a piece of reflective writing is different from other academic writing as it is more **personal** and you are writing about **your experiences**.

Reflective writing	Academic writing
Personal account	Impersonal account
Consider your personal views	Consider the views of others
First person (I, me, we, us)	Third person (He, she, one, they)
Contemplates (think deeply)	Argues and justifies
Finds solutions to problems	Compares and contrasts

Source: <http://mycourse.solent.ac.uk/mod/book/tool/print/index.php?id=2732>

Here are some tips on what to include in your reflective writing:

- **Don't just describe** – explore and explain what happened.
- **Be honest** – it's ok to admit to making mistakes as well as success. However, you should also show how you understand why things happen and what you are going to do to improve.
- **Be selective** – you don't have to write about everything that happened, just key events or ideas.
- **Look to the future** – reflect on what happened in the past and how it will have an impact on future ideas or activities.

Remember to review Gibbs model of reflection (1988) on page 13.

**Be diplomatic**

Although reflective writing is more personal than academic writing, this doesn't mean that you should write emotionally. Part of reflecting is 'standing back' from the situation and observing it from a different perspective. It is not a chance to say all the things you didn't like about a group member. You should be critical of your own actions as much as other people (if not more). It is considered fair in reflective writing to refer to peers as 'Student A' and 'Student B'.

Don't say	Do say
'I didn't like the way she spoke in the group. She was too bossy and it upset people'.	'At the time, the way she spoke to the group annoyed me because I think I resented the way she seemed to tell us what to do. Looking back, I realise I did not have any clear ideas myself at the time, and her confidence made me feel less certain about my own ideas...'
because	
this sounds as though you are still annoyed, and you do not attempt to examine why you felt like this. You also make a judgement – 'she was too bossy' - and an assumption – 'it upset people' – without giving evidence for either. The word 'bossy' is too emotive here and upsets any objectivity.	this makes it clear that although you were annoyed at the time, you are able to stand back and examine your feelings with honesty and detachment. You are also distinguishing between how you saw things then and how you see them now. The tone is calm and objective.

Source: <http://www.gmu.ac.uk/els/docs/Reflection.PDF>

**Guiding questions**

Here are some typical questions that are used in reflection. They might give you ideas for your course reflection. These are guiding questions only and you do not have to answer all of them (or any of them if you have better ideas).

<b>Description:</b>	What happened? What are you going to reflect on? Don't make judgements yet or try to draw conclusions.
<b>Feelings:</b>	What were your reactions and feelings?
<b>Evaluation:</b>	What was good or bad about the experience? Make value judgements.
<b>Analysis:</b>	What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on?
<b>Conclusions (general):</b>	What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
<b>Conclusions (specific):</b>	What can be concluded about your own specific, unique, personal situation or ways of working?
<b>Personal action plans:</b>	What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

Source: Gillett, 2015 - <http://www.uefap.com/writing/writfram.htm>

## Useful language for reflection

As it is the end of the course you are now able to reflect on how it went, what you achieved and what you may do differently or better in the future. Download the Course Reflection from Moodle and complete it with as much detail as you can.

Here are some expressions that you could use in your reflective writing assignment.

Description			
Keep it short and focus on the significant details only. Include where, when, who, what.			
Interpretation			
For me, the [most]	meaningful significant important relevant useful	aspect(s) elements(s) experience(s) issue(s) idea(s)  learning	was (were)   arose from... happened when... resulted from...
Previously, At the time, At first, Initially, Subsequently, Later,	I	thought (did not think) felt (did not feel) knew (did not know) noticed (did not notice) questioned (did not question) realised (did not realise)	
[Alternatively] [Equally]	This	might be is perhaps could be is probably	because of ... due to ... explained by ... related to ...
This		is similar to ... is unlike ...	because
Outcome			
Having	read... experienced... applied... discussed... analysed... learned...	I now	feel... question... think... know... realise... wonder...



[Additionally,] [Furthermore,] [Most importantly,]				I have learned that...			
I have		significantly slightly		developed improved		my skills in... my understanding of... my knowledge of... my ability to...	
However, I have not [sufficiently]							
This means that... This makes me feel...							
This knowledge This understanding This skill		is could be will be		essential useful important		to me because...	
Since I		did not... have not yet... am not yet certain about... am not yet confident about... do not yet know... do not yet understand...		I will now need to...			

**Action plan**

As a next step, In future, In future projects,	I need to... I'm going to ... I feel it is necessary for me to ... I've decided to ...
I now intend to ... It's my intention to ... I fully intend to ... I'm going to make sure I ... I plan to ... I should now ... I ought to ...	

For a more comprehensive collection of phrases, go to Gillett's (2015) academic website - <http://www.uefap.com/> In the left hand column, click on 'Writing', then 'Functions', scroll to the end of the page and click on 25. Writing Reflectively.



*Develop EAP*

*Develop EAP*

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Develop EAP: A Sustainable Academic English Skills Course is an English for General Academic Purposes (EGAP) course designed to help you develop the language and skills you need to succeed at university and beyond.

