



**INSTITUT PENDIDIKAN
GURU KAMPUS DATO'
RAZALI ISMAIL**

**LEARNING SUPPORT
PPISMP SEMESTER 3
LS1351K(R)**

Lecturers' Notes

Peter Wickham 2012

Contents

Author	3
About This Module	4
Learning Support in the PPISMP Course.....	5
.....	5
Learning Support PPISMP Sem3 LS1351K(R) Academic Writing	6
8 Topics in 30 Hours	6
Topic 1: Generate Ideas and Organize Content for Writing (4hrs).....	7
The Concept of Mind-Mapping (1 hour)	7
Practise Mind-Mapping to a Topic (1hour)	7
http://www.mindtools.com/pages/article/newISS_01.htm	8
3. Developing a Strategy for Writing an Essay (2hrs)	15
Topic 2: develop Ideas Logically (2hrs)	16
Introduction: Introduce Sequencing: Sequence Strip sheet: Catching a Fish. (30 mins)	16
Topic 3: Link Different Ideas in Written Texts and Included the Ideas of Other Writers (8 hours)..	18
Plagiarism (4 hours)	18
Fact versus Opinion (2 hours).....	20
Citations in MS Word (2 hours)	21
Topic 4: Write Effective Introductions and Conclusions (2 hours)	25
Revise “citation” and “plagiarism” from last week	25
Revise Study Methods	26
Introduce “Introductions”	26
Introduce “Conclusions”	26
Instruction to hand in the completed essay within two days	26
Topic 5: Write in an Appropriate Style (4 hours).....	27
Topic 6: Write Draft, Edit, Revise Product (6 hours).....	30

Survey of other class members regarding their ICT usage.....	32
Topic 7: Analyze and Evaluate Peer Written Work (2 hours).....	38
Topic 8: Read, Organize & Draft Ideas Related to Course Assignments (8 hours)	40

Author

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Download from the website KTF2012.weebly.com

or communicative.weebly.com

Feedback is always useful. Please respond with the Contact Form on the websites above.

About This Module

This module is produced in response to an IPGKDRI request for detailed lesson plans pertaining to IPGKDRI courses. It contains sequential lesson plans which overlap and build progressively upon each other to produce the desired educational outcomes explicit in the course proforma.

It is essential that each lesson is presented in its correct sequence, since prior knowledge of information, skills and processes for each lesson is contained in previous lessons.

Some pages of this module may be designated as student worksheets. Clean copy for photocopying is best obtained by printing one copy from the module PDF file which is available at

<http://ktf2012.weebly.com>

which is the website for material produced by IPGKDRI English Language Training Fellows.

Internet links in the text may be accessed directly from the text when using the PDF file when connected to the internet.

Use the soft (digital) copy of this module to project onto a screen during class, showing graphics in the bigger format which you can point to as you refer to it during the lesson.

This module is produced in consultation with IPGKDRI lecturers of the course in 2012 and 2013, and trialled in classes over that period.



Trainer's Note

When this symbol appears there is a point of action for the lecturer. These activities form the basis of each lesson. Pre-read this module well before beginning the lesson. Some preparation is required before each lesson, usually in the form of familiarization with the topic, arranging equipment or making copies to distribute to students.

Learning Support in the PPISMP Course

Learning Support carries 2 credits for Semester for each of the three semesters of PPISMP.

Each of the three semesters requires 30 hours of Learning Support.

**STRUKTUR KURIKULUM KURSUS PERSEDIAAN PROGRAM IJAZAH SARJANA MUDA
PERGURUAN *TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL)*
PENDIDIKAN RENDAH**

Foundation Course Structure

COMPONENTS	COURSES	SEMESTER			Total No. of Credits
		1	2	3	
		No. of Credits	No. of Credits	No. of Credits	
(A) ACADEMIC	1. Language Description I, II & III	3(3 + 0)	3(3 + 0)	3(3 + 0)	9
	2. Language Development I, II & III	4(3 + 1)	4(3 + 1)	4(3 + 1)	12
	3. English Studies I, II & III	4(3 + 1)	4(3 + 1)	4(3 + 1)	12
	4. Social Studies I, II & III	4(3 + 1)	4(3 + 1)	4(3 + 1)	12
(B) SUPPORT	1. Islamic Education I & II / Moral Education I & II		1(1+0)	2(2+0)	3
	2. Basic Mathematics I, II & III	1(1+0)	1(1+0)	1(1+0)	3
	3. Generic skills <ul style="list-style-type: none"> • Information and Communication Technology Skills/ICT • Thinking Skills • Study Skills and Information Literacy • Emotional Intelligence 	1(1+0) 1(1+0) 1(1+0)			4
	4. Pengantar Pendidikan			1(1+0)	1
	5. Pendidikan Jasmani Asas		1(1+0)		1
	6. Learning Support	2 (2+0)	2 (2+0)	2 (2+0)	6
(C) CULTURAL & CO-CURRICULAR ACTIVITIES	1. Society		1(0+1)		1
	2. Sports and Games	1(0+1)	1(0+1)	1(0+1)	3
	3. Language Camp		2(0+2)		2
Total Number of Credits		23	24	22	69

Note: Counting of Credits

- 1 credit lecture = 15 hours of interaction
- 1 credit co-curricular activity and practical work = 30 hours

Learning Support PPISMP Sem3 LS1351K(R) Academic Writing

8 Topics in 30 Hours

Learning Support for PPISMP semester 3 LS1351K(R) is divided into 8 topics for a total of 30 hours:

TOPICS	CONTENT	HOURS
1	Generate ideas and organize content for writing	4
2	Develop ideas logically	2
3	Link different ideas in written texts and include the ideas of other writers	2
4	Write effective introductions and conclusions	2
5	Writing in an appropriate style	4
6	Write draft, edit, revise product	6
7	Analyse and evaluate peers' written work	2
8	Read, organize and draft ideas related to course assignments	8
Total		30

It covers the area of Academic Writing which is essential preparation for the PISMP course.

Topic 1: Generate Ideas and Organize Content for Writing (4hrs)

The following extracts are found at http://www.mindtools.com/pages/article/newISS_01.htm

This module's author notes appear in [square brackets].

The Concept of Mind-Mapping (1 hour)

Print pages 6-12 and distribute one set to each student.

Use the PDF file of this module to display Mind Map Figures 1 to 4 on a screen using an LCD projector. Explain the progressive nature of Figures 1-4 as they are displayed one after the other. Lead students through the brainstorming process that adds a new layer of ideas to each of Figures 1-4, adding branches to the previous figure.

Model a Mind Map on a whiteboard of a large sheet of paper, calling for ideas from the class to add to each successive layer of branches on the Mind Map. Choose an interesting topic such as "money", "jobs", or "environment". If time permits, create a second Mind Map in the same way with a different theme.

Practise Mind-Mapping to a Topic (1hour)

Issue each student a large sheet of paper and drawing materials (eg crayons, markers, pencils).

Direct every student to create their own Mind Map with the theme of "ICT".

Allow 20-30 minutes for completion.

Display all Mind Maps around the room (or outside where there may be more room) with pins or Tack-It on a wall. Students inspect each other's work, noting different thoughts to their own. Use this time to circulate with students, pointing out features unique to various Mind Maps.

Students report back to the whole group with points of interest which they have noticed during the inspection period.

Mind Maps : A Powerful Approach to Note-Taking

(Also known as Mind Mapping, Concept Mapping, Spray Diagrams, and Spider Diagrams)

http://www.mindtools.com/pages/article/newISS_01.htm

Have you ever studied a subject or brainstormed an idea, only to find yourself with pages of information, but no clear view of how it fitted together?

This is where Mind Mapping can help you.

Mind Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving.

By using Mind Maps, you can quickly identify and understand the structure of a subject. You can see the way that pieces of information fit together, as well as recording the raw facts contained in normal notes.

More than this, Mind Maps help you remember information, as they hold it in a format that your mind finds easy to recall and quick to review.

About Mind Maps

Mind Maps were popularized by author and consultant, Tony Buzan. They use a two-dimensional structure, instead of the list format conventionally used to take notes.

Mind Maps are more compact than conventional notes, often taking up one side of paper. This helps you to make associations easily, and [generate new ideas](#). If you find out more information after you have drawn a Mind Map, then you can easily integrate it with little disruption.

More than this, Mind Mapping helps you break large projects or topics down into manageable chunks, so that you can plan effectively without getting overwhelmed and without forgetting something important.

A good Mind Map shows the "shape" of the subject, the relative importance of individual points, and the way in which facts relate to one another. This means that they're very quick to review, as you can often refresh information in your mind just by glancing at one. In this

way, they can be effective mnemonics - remembering the shape and structure of a Mind Map can give you the cues you need to remember the information within it. As such, they engage much more of your brain in the process of assimilating and connecting information than conventional notes do.

Uses

Mind Maps are useful for:

[Brainstorming](#) - individually, and as a group.

Summarizing information, and note taking.

Consolidating information from different research sources.

Thinking through complex problems.

Presenting information in a format that shows the overall structure of your subject.

Studying and memorizing information.

Drawing Basic Mind Maps

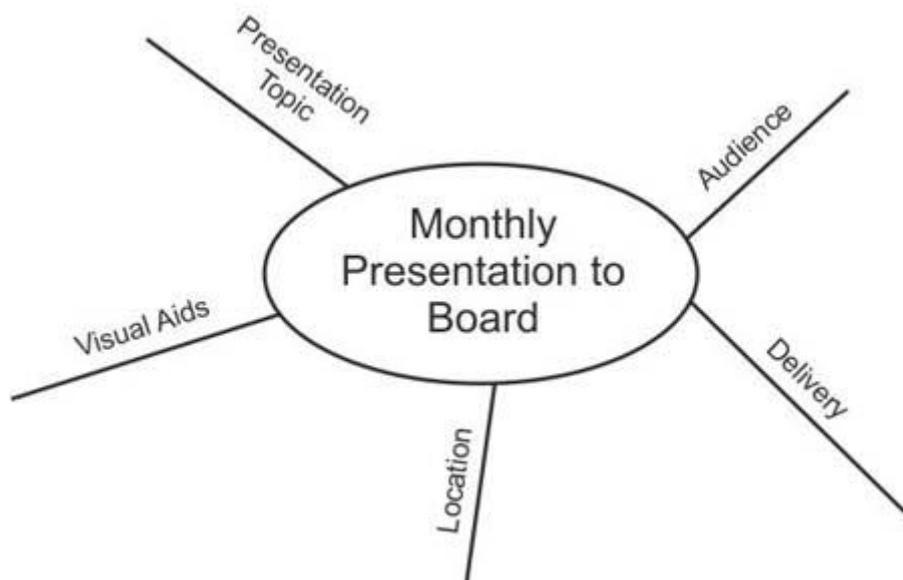
To draw a Mind Map, follow these steps:

1. Write the title of the subject you're exploring in the center of the page, and draw a circle around it. This is shown by the circle marked in figure 1, below.

(Our simple example shows someone brainstorming actions needed to deliver a successful presentation.)

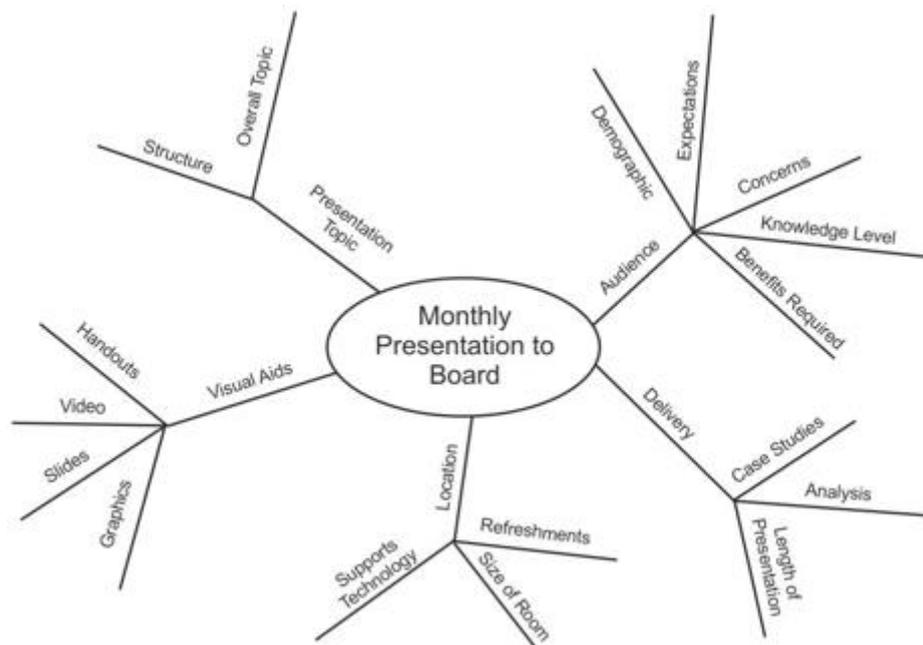
Figure 1

2. As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this circle. Label these lines with these subdivisions or subheadings. (See figure 2, below.)

Figure 2

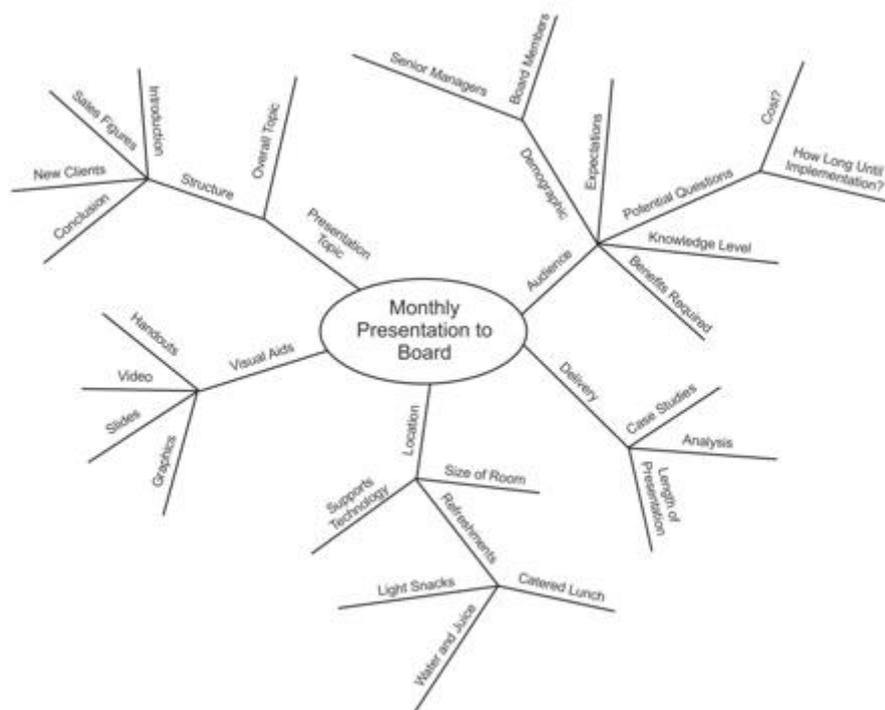
3. As you "burrow" into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines. These are shown in figure 3.

Figure 3



4. Then, for individual facts or ideas, draw lines out from the appropriate heading line and label them. These are shown in Figure 4.

Figure 4



5. As you come across new information, link it in to the Mind Map appropriately.

A complete Mind Map may have main topic lines radiating in all directions from the center. Sub-topics and facts will branch off these, like branches and twigs from the trunk of a tree. You don't need to worry about the structure you produce, as this will evolve of its own accord.

Tip:

While drawing Mind Maps by hand is appropriate in many cases, software tools like [MindGenius](#), [iMindMap](#), and [Mindjet](#) can improve the process by helping you to produce high quality Mind Maps, which you can then easily edit or redraft. (Click [here](#) for a full list of Mind Map software.)

[IPGKDRI favours i-THINK as a mind-map software system. See it at <http://www.ithink.org.my>]

Using Mind Maps Effectively

Once you understand how to take notes in Mind Map format, you can develop your own conventions for taking them further. The following suggestions can help you draw impactful Mind Maps:

Use Single Words or Simple Phrases

Many words in normal writing are padding, as they ensure that facts are conveyed in the correct context, and in a format that is pleasant to read.

In Mind Maps, single strong words and short, meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.

Print Words

Joined up or indistinct writing is more difficult to read.

Use Colour to Separate Different Ideas

This will help you to separate ideas where necessary. It also helps you to visualize the Mind Map for recall. Colour can help to show the organization of the subject.

Use Symbols and Images

Pictures can help you to remember information more effectively than words, so, where a symbol or picture means something to you, use it. (You can use photo libraries like iStockPhoto to source images inexpensively.)

Using Cross-Linkages

Information in one part of a Mind Map may relate to another part. Here you can draw lines to show the cross-linkages. This helps you to see how one part of the subject affects another.

Key Points About Mind-Mapping

Mind Mapping is an extremely effective method of taking notes. Not only do Mind Maps show facts, they also show the overall structure of a subject and the relative importance of individual parts of it. They help you to associate ideas, think creatively, and make connections that you might not otherwise make.

Mind Maps are useful for summarizing information, for consolidating large chunks of information, for making connections, and for creative problem solving.

To use Mind Maps effectively, make sure you print your words, use different colours to add visual impact, and incorporate symbols and images to further spur creative thinking.

If you do any form of research or note taking, try experimenting with Mind Maps. You'll love using them!

3. Developing a Strategy for Writing an Essay (2hrs)

 <p><i>Trainer's Note</i></p>	<p>Materials Required: 1 large piece of paper for each student, drawing materials.</p>
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1. Supply students with a large piece of paper each and drawing materials.
2. Direct students to Mind-Map the topic of “Strategies for Writing a Research Paper”.
3. Circulate while students are at work, suggesting sub-topics such as:
 - *Time management – due date – allocation of time during each day – proportioning time among subjects, tasks*
 - *A strategy for research – survey – experiment – internet information – literary review – library – information from study buddies or study groups*
 - *Decision of personal point of view on the topic*
 - *Research partner(s)*
 - *Literary Review – compile references, books, downloads – read – take notes, highlight, cut-and-paste sections*
 - *Collect Information - interview writer, students, lecturers , other professionals – online survey – public survey of facts and opinions*
 - *Compare and Contrast findings*
 - *Review Personal Point-of-View after reviewing the literature*
4. Display papers on a wall and encourage students to view and note ideas they did not have.
5. Students report their responses to viewing the work of others. Introduce features (listed above) that need special mention.
6. Take written notes of features which you notice, and are not mentioned above.

Topic 2: develop Ideas Logically (2hrs)

Introduction: Introduce Sequencing: Sequence Strip sheet: Catching a Fish. (30 mins)

- Instruct students that in groups of 3, to cut the sheet “Going Fishing” sheet into sentence strips, then reassemble these strips in logical sequence.
- Discuss as a whole class whether there are alternative arrangements.

 <p><i>Trainer's Note</i></p>	<p>Find this sheet at the end of this module.</p> <p>Note that there are many alternative renderings of this sequence. Encourage students to explore other possibilities, and to give logical reasons for the changes. The important element here is that each difference of opinion must be backed up with logical thought. Pay attention to strip 16 “Give up and buy some nice fish from the market”. This can stand alone as an alternative to the whole, or be included at some point in the sequence.</p>
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1. Debate: “Whether bicycles should be allowed on roads”.
 - Divide students into groups of 3 to take the Affirmative or Negative position.
 - Each student Mind-Maps features related to this issue.

 <p><i>Trainer's Note</i></p>	<p>Suggestions for ideas (when students need help):</p> <p>age of cyclists training of cyclists licensing of cyclists behaviour of cyclists roadworthiness of bicycles registering of bicycles needs of cyclists rights of cyclists visibility of cyclists attitude of motorists to bicycles speed of bicycles knowledge of road rules by cyclists safety of cyclists safety of motorists indicators, brake lights ability of cyclists to control their bicycles cost of vehicles ease/cost of public transport convenience for families</p>
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2. Students write a short paragraph / sentence for each point, arguing for or against the issue.
3. Students choose the best arguments in their own favour, and write an expanded paragraph on those points that back up their position. Try to include the opposite argument in a weak form.
4. Students read aloud their arguments . All students take note and compare points raised.
5. Students each make a Little Book (6 pages) , then write 6 major points of their argument, one per page.

 <i>Trainer's Note</i>	<p>Note: NOT an opening or closing statement but an <u>argument</u>.</p> <p>There should be no opening gambits or politeness forms presented here.</p>
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 <i>Trainer's Note</i>	<p>Go to</p> <p>http://acollectionofteslresources.weebly.com/making-little-books-basic-book.html</p> <p>to see how to make a Little Book from a single sheet of A4 paper.</p>
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6. Each student presents their Little Book to the class, outlining their 6 points and expanding each idea as they come to it.

Topic 3: Link Different Ideas in Written Texts and Included the Ideas of Other Writers (8 hours)

 <p><i>Trainer's Note</i></p>	<p>Time allocation of Topic 3 and Topic 8 have been combined to cover the important concepts of Plagiarism and Referencing.</p>
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Plagiarism (4 hours)

- a. Discuss the concept of Property: stealing other peoples' property: is it always wrong?
When is taking without asking OK?
Think of instances when you can take all you want without asking.
Discuss. Write your brief notes here:

Challenge students with the correctness or incorrectness in scenarios of:

- Taking shells from the beach without paying for them
- Breathing air without paying for it
- Keeping money you find on the road
- Borrowing without asking permission from a friend/school/stranger/parent
- Using someone else's idea in an essay
- Retelling a funny story to friends
- Claiming that something is true when you are not sure
- Claiming that something is true when you know that it is not true
- Disagreeing with a viewpoint without giving a reason
- Writing words from someone else's essay without acknowledging the other person
- Using someone else's idea in an essay without acknowledging the other person

Students discuss in small groups:

Is the quantity or number that you take relevant? How? Why?

Notes:

- b. Read “How to Avoid Plagiarism: Because Otherwise You’ll Go to Jail. Discuss.

 <i>Trainer's Note</i>	Locate this article at the end of this module. Print and copy sufficient copies for the class. Distribute these to the class.
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- c. Read “Types of Plagiarism”. Discuss.

 <i>Trainer's Note</i>	Locate this article at the end of this module. Print and copy sufficient copies for the class. Distribute these to the class.
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- d. Watch short videos on Plagiarism. Discuss.

 <i>Trainer's Note</i>	Access these audio and video clips from the storage device which accompanies this module: Avoiding Plagiarism: What Do I Need to Cite? How to Cite Sources and Avoid Plagiarism Professor S on Plagiarism
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Fact versus Opinion (2 hours)

 <i>Trainer's Note</i>	Locate p40-44 from Writing Academic English at the end of this module. Print and distribute to all students.
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- Read p40-44 from Writing Academic English. Discuss differences between facts and opinions.
- Exercise p 40 Fact or Opinion?
- Citation: pp42-44. Read and discuss.

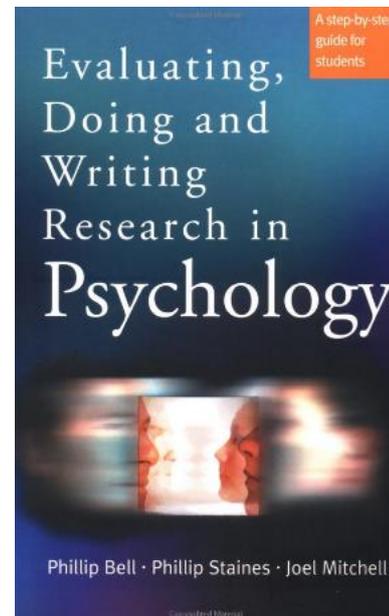
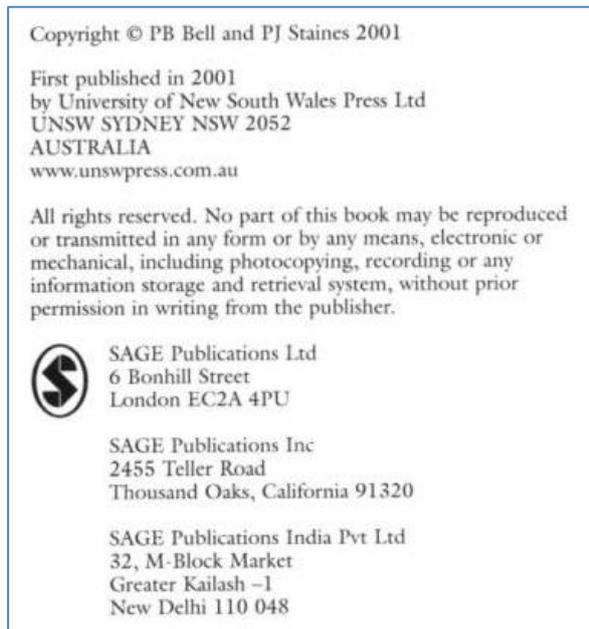
 <i>Trainer's Note</i>	Locate the Article, "Multitasking Means Women Are Now Smarter than Men" at the end of this module. Distribute a copy to each student.
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Time to Write:

- Students mind-map the topic "Intelligence: Some Have More Than Others".
Decide on facts vs opinion, and whether points are fact or opinion.
- Decide on arguments in favour of a THESIS.
- Read the article "Multitasking Means Women Now Smarter Than Men".
- Students extract from this text sections for quotation or citation.
- Students write 1000 words on this topic, based on this article plus other material.
Citations must be included.

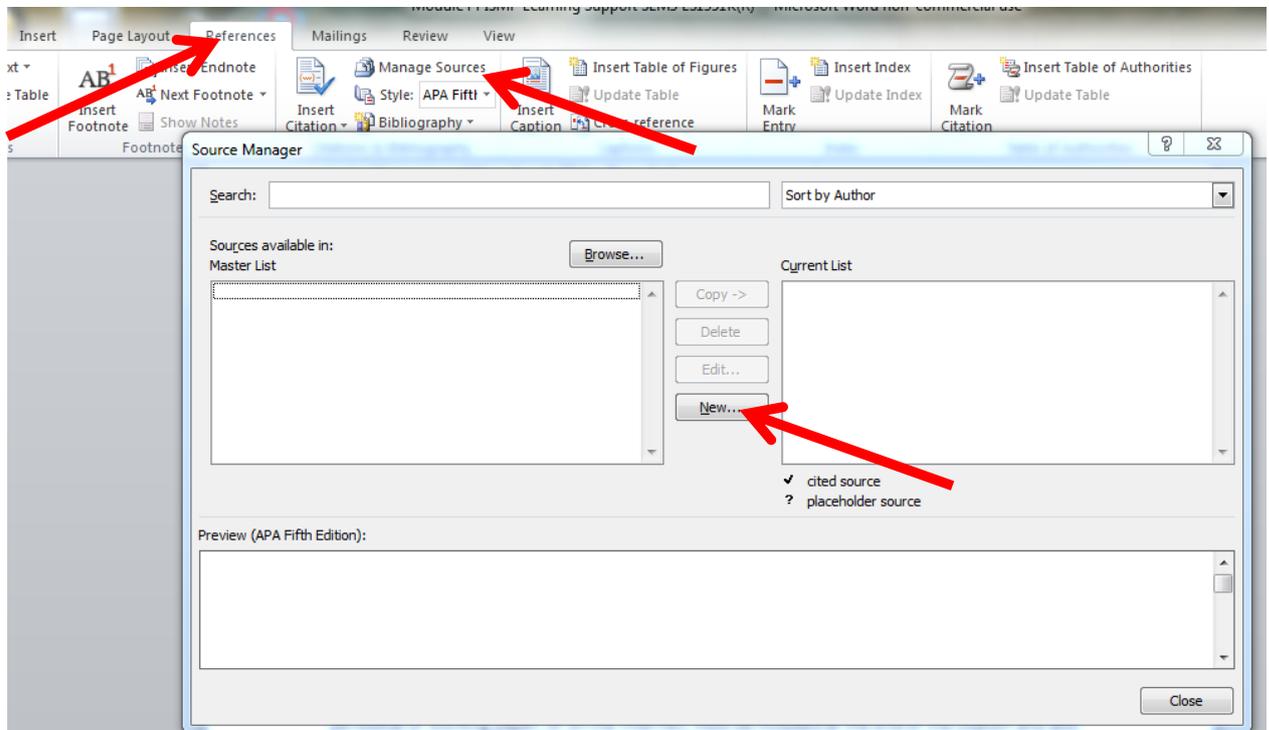
Citations in MS Word (2 hours)

Reference information from a book or periodical can be found on the first couple of pages of the publication and the front cover:



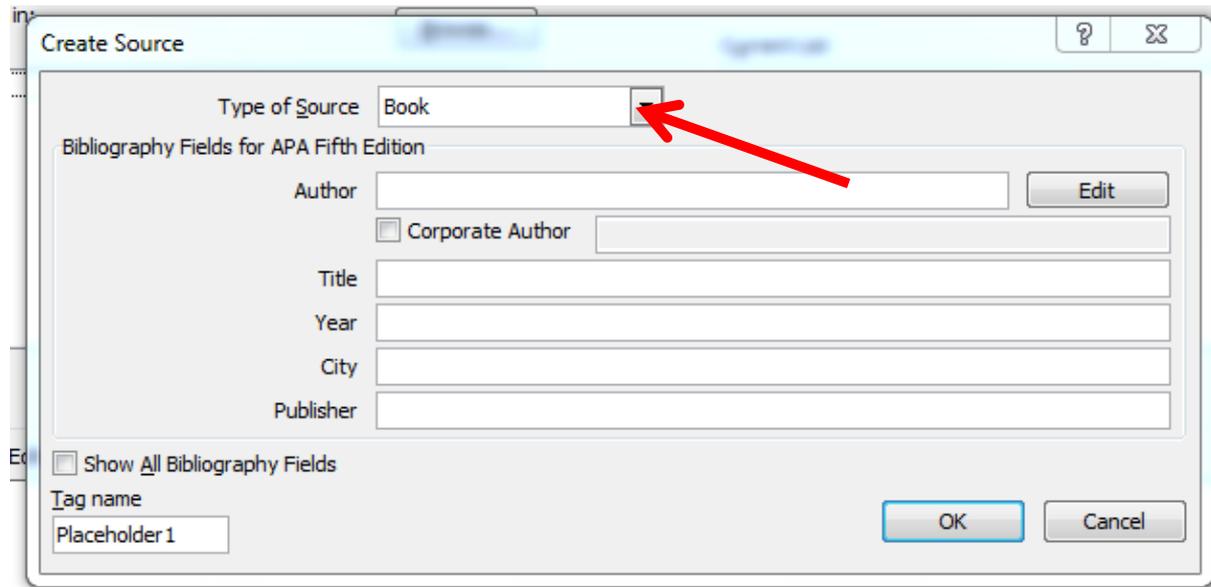
Reference information must be included for all citations in essays. Where a citation is made, reference information showing exactly where this cited material can be found in a book or a periodical or working paper, or on the Internet, must be included at the end of the citation and also at the end of the essay in a section called “References” or “Bibliography” or “Works Cited”.

The most efficient way to do this is by accessing the References ribbon while typing your essay in MS Word:



Click on the References ribbon, then Manage Sources, then New.

(The default reference system is APA; other systems are available by clicking on the arrow next to the “APA” heading and choosing another system. APA is the system used by Malaysian IPGs.)



Create Source

Type of Source Book

Bibliography Fields for APA Fifth Edition

Author Edit

Corporate Author

Title

Year

City

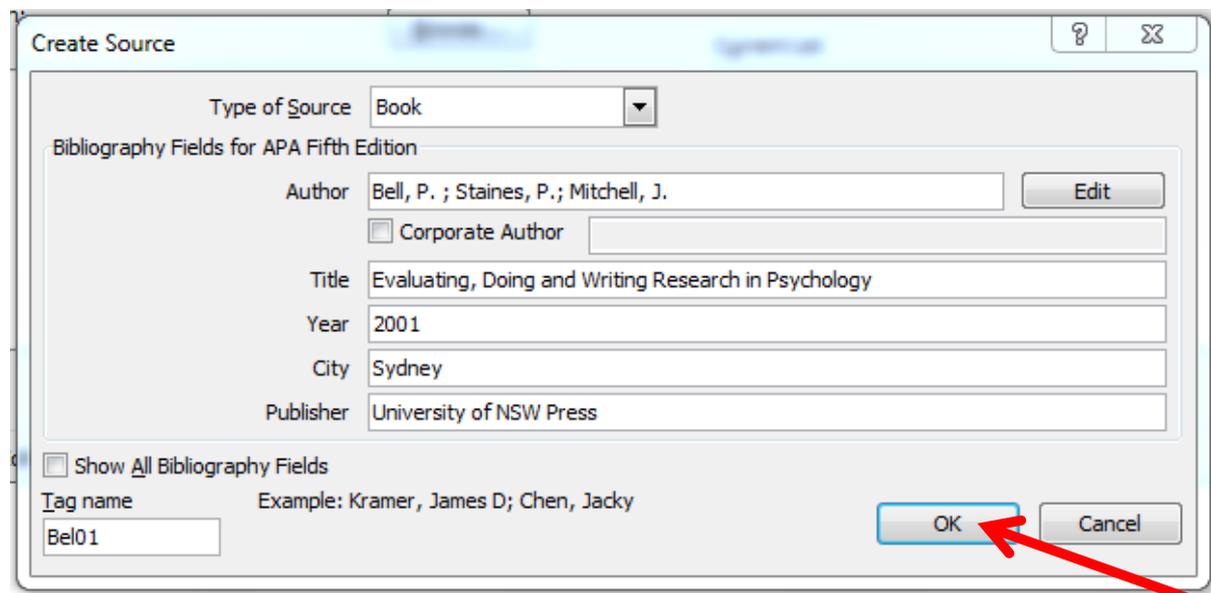
Publisher

Show All Bibliography Fields

Tag name Placeholder1

OK Cancel

Choose the type of publication: in this case “Book”. Fill in all information on this form. Separate multiple authors with a semi-colon. Click “OK” to complete this reference entry.



Create Source

Type of Source Book

Bibliography Fields for APA Fifth Edition

Author Bell, P. ; Staines, P.; Mitchell, J. Edit

Corporate Author

Title Evaluating, Doing and Writing Research in Psychology

Year 2001

City Sydney

Publisher University of NSW Press

Show All Bibliography Fields

Tag name Example: Kramer, James D; Chen, Jacky Bel01

OK Cancel

To print your Bibliography, go to the References ribbon again, click on “Bibliography” and choose “Bibliography” or “Works Cited”. Your list of references will automatically print on your Word document wherever you are in your document at the time:

Bibliography

Bell, P., Staines, P., & Mitchell, J. (2001). *Evaluating, Doing and Writing Research in Psychology*.
Sydney: University of NSW Press.

When you add to, or delete from, your Bibliography at a later date and wish to update the printout, click on the heading Bibliography (as above) and then click on “Update Citations and Bibliography”. Your references will automatically update.

Once you have entered a reference into Word, you can in-text reference a citation automatically by clicking on “References”, “Insert Citation” and then clicking on the citation from the drop-down list. That citation will be printed in the Word document where the cursor is situated at that time.

Topic 4: Write Effective Introductions and Conclusions (2 hours)

 <i>Trainer's Note</i>	Locate the article by Butler & Pascoe (2002) at the end of this module. Distribute a copy to each student.
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Revise “citation” and “plagiarism” from last week

- Citation: practice by highlighting all citations from the set article (Butler & Pascoe 2002 pp2-5, 49-52) then identifying them in the references at the end of the article.
- Plagiarism: Ask students to recall the different types of plagiarism and how to avoid them
(10 minutes)
- Display some of the essays handed in last week and mark them according to the rubric provided, using the PowerPoint slideshow “Lesson 3 Revision”. Do not reveal names of authors.
- Collaboratively mark each of 3 essays on the PowerPoint slide provided for each one. Ask students to supply marks according to the rubric. (20 minutes)
- Discuss why the marks varied so much, and how each st could have improved their mark. Emphasize that following instructions is most important, that the lecturer marking the paper will be looking for certain features that were presented in lessons. Draw attention to the fact that all work submitted must reveal the student’s name (or number) and their course and/or group; papers do not get marked without this information.
(20 minutes)

Revise Study Methods

- How to record assignments in a diary, journal, phone, laptop (eg Sticky Notes)
- How to remind themselves about dates due (eg checking their notebook daily, keeping a calendar with dates marked, etc). Emphasize personal responsibility for getting assignments handed in on time.

Introduce “Introductions”

- Introduction states the background and the Question to be discussed.
- Students write an Introduction for their essay on “Intelligence: Some Have More Than Others”

Introduce “Conclusions”

- Conclusion summarizes the arguments presented in the body of the essay, and draws a conclusion from those arguments.
- Students write a Conclusion for their essay.

Instruction to hand in the completed essay within two days

- Reminder to include name and group in subject line AND on the attached essay.
- Essays without this information will not be marked or recorded. This is standard in universities and other institutions of higher education throughout the world.

Topic 5: Write in an Appropriate Style (4 hours)

 <p><i>Trainer's Note</i></p>	<p>Locate the RMIT article at the end of this module. Copy it and distribute to each student.</p> <p>Lead students through the following list of features of Academic Writing. Give examples of each. (2 hours)</p> <p>Also print and distribute the essay from Jack Andthebeanstalk in this module topic and distribute a copy to each student.</p> <p>Refer to the PowerPoint file named "PowerPoint Academic Style Topic 5" which accompanies this module. Use it to walk students through this topic.</p> <p>(2 hours)</p> <p>After students have spent at least an hour attempting to re-write this essay in the academic style, spend another hour going through the essay in class to capture the essential points and to delete the non-essential points of the essay. Type into the PowerPoint slide show with this essential information from the essay.</p> <p>When it is completed, reveal the re-write in the PowerPoint slide show.</p> <p>Encourage students to compare their effort with the example rewrite.</p> <p>Praise efforts that show understanding and skill in using the academic style.</p>
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Academic language is factual, backed up by evidence.

However, it also has other characteristics. It uses:

- tentative statements
- full forms of words
- nominalised phrasing passive voice
- third person pronouns
- few direct questions
- formal negative forms
- no clichés, redundant words or colloquialisms

(from Study & Learning Centre, RMIT)

Now re-write the following passage in the Academic Style:

Hi folks

I am going to tell you all about my research into Study Habits in 2011. I have worked really hard over two years to come up with these results. My good friend Dale Edwards worked with me and helped me a lot with the mathematical side of things. My sister Polly also helped by doing my laundry and making the coffee in my study at Kansas State University. Dale has a PhD in sociolinguistics. Polly makes really good coffee.

First of all Dale and I created this really neat survey tool which we sent out to 2045 senior secondary students in 25 different schools in The US state of Kansas. It asked these students tons of relevant questions about the way they learn stuff at school and at home. The results really surprised us. Only 1834 students answered the survey but that was OK. More responses wouldn't have made a lot of difference to the result. Most of the students who answered the survey weren't really 100% sure about how they learn things. Most of them thought that they just read about the subject in books and on the internet and remember what they learned. A few of them recognized that their teachers had something to do with their learning. A small handful, about 5%, could name learning strategies introduced by their teachers at school. Teachers in the same schools told us that a variety of study methods were included in the curriculum, and that students were required to use certain strategies in their self-study during study periods at school and at home. So why do the students not know this? We are going to tackle this question next over the rest of this year. If we can find the answer to this question, we may be able to help students to study and learn their work better. Thanks for reading my report.

Jack Anthebeanstalk

Topic 6: Write Draft, Edit, Revise Product (6 hours)



Trainer's Note

Print and distribute the Survey sheet from the following page.

The topic of the survey is "ICT Usage By ...(insert the name of the class taking this course eg PISMP 2)". This should be written next to "Survey Descriptor" on the sheet.

Each student should also write their name and the date above the survey descriptor.

Allow students 30 minutes to write at the bottom of the sheet 5 questions on the topic to ask respondents.

Allow a further

Surveyor Name:					
Date:					
Survey Descriptor:					
	Question 1	Question 2	Question 3	Question 4	Question 5
Respondent 1 M/F					
Respondent 2 M/F					
Respondent 3 M/F					
Respondent 4 M/F					
Respondent 5 M/F					
Respondent 6 M/F					
Respondent 7 M/F					
Respondent 8 M/F					
Respondent 9 M/F					
Respondent 10 M/F					

Survey Q1:

Survey Q2:

Survey Q3:

Survey Q4:

Survey Q5:

Survey of other class members regarding their ICT usage

Writing Survey Questions (30 mins)

- ❖ The Research Question is “ICT Usage by TESL Students”
- ❖ Students decide on the Research Questions: eg “How many times a day do PPISMP students access electronic media?” eg “Which features of ICT are most used by PPISMP students? Eg “Which digital media are used by PPISMP students for pleasure, for study and for communication?” QUESTIONS TO REQUIRE QUANTITATIVE ANSWERS.
- ❖ Students write the 5 survey questions according to the research Question. Avoid questions that require only a “yes” or “no” answer. A more useful question for research is “On a scale of 1 to 5, 1 being high and 5 being low...”

Writing the Introduction (30 minutes)

- ❖ Students write the complete Introduction, describing the question to be studied, and the method of data collection. All the circumstances of the survey should be included; the name of the institution, name(s) of the researcher(s), the principal area of research being considered, the ultimate aim of the research, materials and techniques used.

Taking the Survey (60 minutes)

- ❖ Students take a survey of a fair sample of the class, writing down the findings. On the survey table provided. A sample of 10 students is sufficient. Note is made of male/female on the left for each respondent.
Please note that the questions are read aloud to each respondent, and the survey-taker writes the response. Respondents are not to see the survey sheet. This serves several purposes:

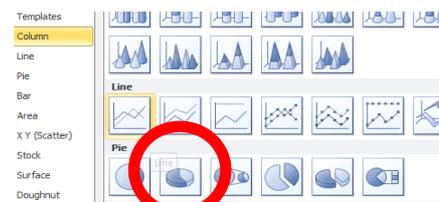
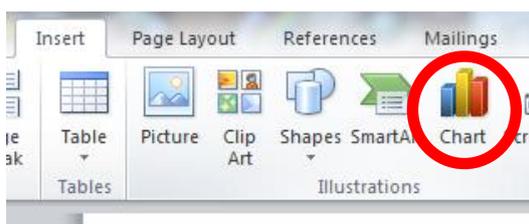
1. Survey responses are confidential. No respondent in any survey should be identifiable in a report, or from leaked information. Respondents should therefore not see the survey form that contains other respondents' information.
2. Oral questioning gives the survey-taker practise in speaking clearly.
3. Respondents may misunderstand a question and need further prompting by the survey-taker. For instance, in response to the question, "How many hours per day do you spend on the Internet, a respondent may answer "28". In this case the survey-taker will notice that this is impossible, and re-ask the question emphasising the word "day". The respondent most probably answered the question thinking "per week". This is not possible if the respondent writes their answers.
4. A respondent is more likely to ask for clarification when a word or phrase is unfamiliar to them.
5. A respondent's writing may be unreadable.
6. A respondent may place answers in the wrong places on the form.

Analysing results (60 minutes)

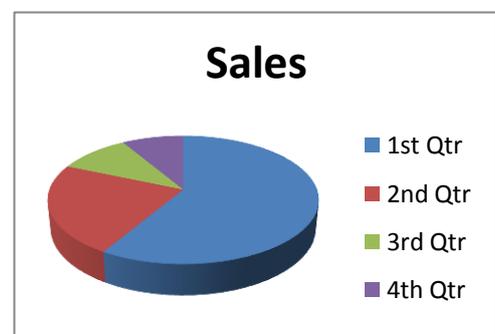
- ❖ Look at the findings. Work our averages. Take note of trends. Draw conclusions. A part of this analysis can involve the types of respondents and how they were characterized in their responses. The survey designer may choose to take note of what may be significant respondent statistics such as gender, age or socio-economic status. This information may also be charted against responses to determine if any of this information is significant to the research.

Constructing Charts (60 minutes)

- Construct Charts using MS Word. MS Word Insert Ribbon – Chart
 Select Chart type, then enter data into the pop-up Excel Spreadsheet to build the Chart for each of the 5 questions generated in Lesson 1.

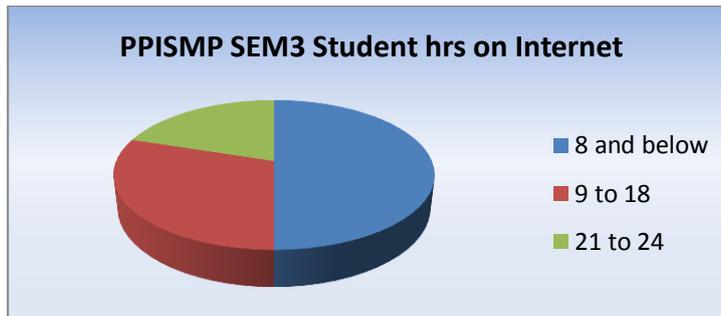


	A	B	C	D	E	F	G	H
1		Sales						
2	1st Qtr	8.2						
3	2nd Qtr	3.2						
4	3rd Qtr	1.4						
5	4th Qtr	1.2						
6								
7								
8								

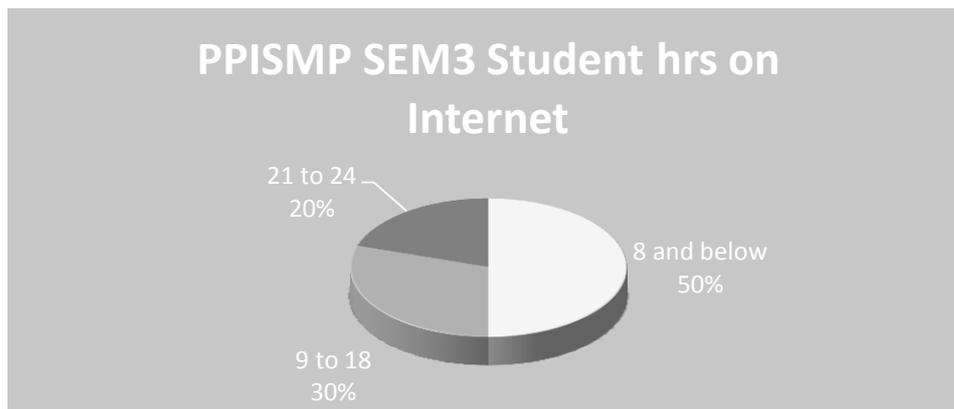


Thought must be given to the results and how they are to be displayed.

If , for Example, The question, “How many hours per week do you spend on the Internet?” returns 10 answers of “12, 5, 3, 15, 21, 7,24, 18, 8 and 6”, these can be classified as 5 responses at 8 or below, 3 responses at 9 to 18, and 2 responses at 21 to 24. The chart will be modified as the parameters and results are entered into the Excel spreadsheet.



Be aware that the report may be printed on paper in black and white at some stage. In that case, consider using a chart style that easily demonstrates the data in greyscale printing.



Reporting the findings (60 minutes)

- ❖ Report the findings in the body of the report. Include charts if possible.

Reporting in Prose

Some analysis of results is best presents in writing. Statistics such as averages, highs and lows, number of the 'sample' (total number of respondents), suspicious figures (such as 28 hours a day), and variables affecting the outcome are best expressed in writing. A combination of writing and charted results often presents the best reporting to the reader.

Conclusions

Under the heading "Conclusions", points of interest in the report are entered. Insights into how the overarching research question can be answered are addressed here.

Questions for Further Research

During the research process further questions often develop for which no provision has been made in original research planning. These can either be dealt with by more research at the time, or by noting as worthy of further research at the end of the paper. The latter is valuable information for those planning their own research. It is also an ethical method of noting limitations to the current research. Such questions may result from inadequate planning of questions, or from unexplained trends in responses, or from interesting data that needs verifying with a different research method.

Review and Revise

- ❖ Students swap papers with a partner to check each other's work, then make suggestions for a better essay, taking note of headings, layout (line spacing, headings, headers, page numbers, Table of Contents, Cover page
- ❖ Students review and revise the report according to Academic Writing conventions and suggestions made by peer review.

Transfer to PowerPoint

Students copy and paste Charts to PowerPoint, and be prepared to present these orally in the next lesson using no notes. Practise presentation.

Presentation of Research Findings (1-2 hours)

Students present the findings of their survey using charts in PowerPoint and bullet points.

Each presentation should take around 5-10 minutes and follow the format of the written report.

No visible script or prompt is allowed during the report. A short time of open discussion follows each report.

Each MS Word report is handed in on paper in this session for grading and comment by the lecturer.

Topic 7: Analyze and Evaluate Peer Written Work (2 hours)

 <p><i>Trainer's Note</i></p>	<p>Distribute the “How Did I Do?” sheet from the following page.</p> <p>Each student evaluates another student’s research report with positive and negative observations, then returns the sheet to the owner of the report for further discussion.</p> <p>Encourage active discussion within the class on the merits of various features observed during this session.</p> <p>Encourage an attitude of collegiality and cooperation – there is no room here for being shy or defensive.</p> <p>Likewise, when evaluating the work of others, there is no place here for favouritism. A purely objective evaluation will benefit the student whose work is being evaluated.</p>
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1. Students present their survey findings in PowerPoint or in Word on a projector screen. At least one MS Word Chart is included, with an oral description of the survey goals, method of research, results (presented on the chart) and conclusions.
Students make observations about the work presented. (5 minutes each)
2. Students swap work with a partner. Each student fills out a “How did I do?” sheet for their partner, pointing out errors, omissions and impressive features under the various headings. (15 minutes)
3. Students receive their work back along with their peer-review “How Did I Do?” sheet.
4. Students review their own work in the light of comments on their sheet, and set about making additions and corrections.

Set homework for next week: finding 10 articles on “Student ICT Usage” and bringing these to class.

How did I do?

Author of Paper:

Reviewer:

Date:

Swap your written report of your ICT Usage survey with another class member.

Read it critically and report errors and achievements in the chart below. Make notes about missing information, supporting statements, grammatical and punctuation issues, academic style, and useful graphics.

Feature	Details of errors and achievements
Cover page	
Table of Contents	
Introduction	
Data Presentation	
Analysis of Data	
Conclusions	
Areas for Further Study	

Topic 8: Read, Organize & Draft Ideas Related to Course Assignments (8 hours)

 <p><i>Trainer's Note</i></p>	Locate the 10 articles on “Student ICT Usage” from this module package. Be prepared to distribute these to students who fail to bring the articles they were set for homework.
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1. a. Students collect **at least 10** articles on the topic of “Student ICT Usage”. These can be in books or magazines, or from internet pages. They do not have to be printed; they can be stored on a hard drive or a USB device. This is homework from the previous week. For students who do not bring these to class, supplement with the articles supplied in this module.

b. Demonstrate how to internet search for academic articles using references found in articles already found. Eg in the Grove article, find the Kay article listed in References, and do a Google search for that. Download and read, and search for more related articles based on references from that article. Take note of URL references, and paste them into a Word document along with the article for the purpose of referencing.
(1 hour)
2. Students enter APA style reference for their articles into their Word file they have already written in previous sessions on this topic, and then generate a Bibliography in Word.
(1 hour)

3. Students prepare and present to the class the findings and views of ONE article on Student ICT Usage which they have discovered in their search for literature on the subject.

(3 minutes per student/article ~ 2 hours).

Key questions to address:

4. Who is the author?
 5. What are their qualifications and experience?
 6. What is the main issue/question being examined?
 7. What form of research is being presented?
 8. What are the details of the research method?
 9. What are the findings?
 10. What can we learn from this article?
4. Students write a Literature Review on the topic immediately after their introduction, comparing and contrasting different findings and views from different authors. In class: Students sift through their articles to sort them into categories of like views. Students take notes, highlight sections, and obtain quotes from these articles which are relevant issues within the topic. (2 hours)

Students view sheets displayed around the room to extract Literature Review notes.

Each student submits a sheet of paper with the APA reference and a few statements about their article from (3) above:

- Purpose of research

- Specific area of research (people, objects, concepts)

- Method of research

- Results of research

- Conclusions

5. Students bring to class other subject assignments and revise them in the academic style,

adding cover page, table of contents, citations and bibliography. (As time permits)