This is a “bring your own device” (or BYOD) module. You’ll find it useful to have your smartphone, tablet or laptop available for many of the lectures and seminars.

So: BYOD when you come along! And don’t forget the headphones.
LEcTurE WEEk 1:
INTRODUCING ACADEMIC WRITING

Reading

Key concepts:

- Writing at university
- Academic writing style
- The writing process
- Reader/writer relationship
- Assessing writing

Aims of the session:

We will consider:

- Your writing experience to date
- Different kinds of writing
- Departmental expectations
- How your writing is assessed

1. *Introducing Academic Writing*

What is academic writing and how does it differ from the kinds of texts you have had to write in your academic experience to date? The aim of this lecture is to introduce you to the concept of academic writing at university and the importance of developing an appropriate writing style.

Activity 1:

- Pair or small group work: students discuss their experience of academic writing to date by asking:
  - What kinds of texts have they written, (length, topic, text type eg: report, evaluative essay, project, exam essays)
  - What have they found difficult or easy about this type of writing?
• How much reading did they need to do and how did they incorporate it into their writing?
• What are their expectations about writing at university?

Plenary feedback.

Activity 2:
• Pair or small group work: students consider how their written work might be assessed at university
• What elements form a robust writing process

You should bring your own device (BYOD) – smartphone, tablet or laptop – to the next lecture for this module next week.

Homework
• Read the two samples of student writing (Texts 1 and 2) to be found on pp. B4-B7 in preparation for the seminar in Week 2.
• You will do a formative writing assignment for us this week so we can begin to support your academic writing. See p. C4 for the assignment instructions.
LEcTure week 2: 
Navigating Blackboard

Don’t forget to BYOD to this week’s lecture!

Reading

Help facility: http://www.reading.ac.uk/internal/its/training/its-bbtraining.aspx

Key concepts:

• Connecting to UoR facilities – logging into eduroam
• Introduction to Blackboard – how it supports your studies
• Finding the modules you are enrolled on
• Access to lecture material
• Quizzes and exercises
• Discussion Board
• Sending emails
• Electronic submission of assignments
• Grade Centre
• Blackboard and email etiquette
• Wikis
• Glossary

Aims of the session:

• To ensure you can connect to UoR facilities
• To introduce Blackboard and how it forms an essential part of your studies
• To explore the main facilities within Blackboard
• To discuss how best Blackboard can be used to support your studies

Activities:

• Connecting to eduroam
• Login to Blackboard Learn (http://www.bb.reading.ac.uk/) with your University username and password
• Find the Blackboard site for LS1TAL
• Find the latest information that the module convenor has posted about this module
• Identify the references recommended for this module
• Start a new thread on Discussion Board and ask a question
• Send an email message to the module convenor
• Carry out an on-line quiz
• View the final score on Grade Centre and
• Start a glossary wiki page

Homework

• Carry out the quiz that has been prepared for this lecture and check your result on Grade Centre.
• With your group, start your glossary entry
WORKSHOPS WEEK 3:
LIBRARY SKILLS: FINDING INFORMATION FOR YOUR ASSIGNMENTS

Reading

*No preliminary reading required.*

This is a hands-on session in the library. You will be expected to sign up to one of several groups for this week’s class.

**Key concepts:**

- Information retrieval
- Information literacy
- Search skills

**Aims of the session:**

- To introduce you to Library resources
- To give you practical skills in finding books in the Library
- To introduce you to online Library resources to find journal articles

**Activities:**

- Using the Library catalogue Enterprise to find specific books and books on a topic
- Finding those books in the Library and borrowing them
- Finding journal articles on a topic using the Summon discovery service and accessing the full-text PDFs
- Developing an effective search strategy and evaluating results
Homework

- Use the Summon discovery service to find a relevant article that can be used for one of your assignments (in any of the modules you are taking). Save a PDF of the article to your device and bring it to Week 4’s seminar. Write/word-process a reference for the article following the Department Referencing guidelines.

- Identify and correct the errors in the list of references below. Word process the corrected version onto your device or print it out and bring it with you to week 4’s seminar.

- For both tasks, refer to the Department of English Language and Applied Linguistics Referencing Guidelines in Appendix 2 on pp. D3-D7.

List of References


Website: [http://www.talkbank.org/ca/](http://www.talkbank.org/ca/)
LECTURE WEEK 4:
AN INTRODUCTION TO ACADEMIC WRITING CONVENTIONS

Reading
Review the following web pages:
http://www.apastyle.org/learn/tutorials/basicstutorial.aspx for basic information about APA style
http://www.apastyle.org/ for detailed information about the APA referencing system
www.uefap.com/vocab/select/awl.htm for information about the Academic Word List (AWL)
http://www.uefap.net/grammar/grammar-in-eap-punctuation for information on punctuation
https://owl.english.purdue.edu/owl/resource/566/01/ for some more information on punctuation

Key concepts:

- Components that create an academic writing style
- Appropriate grammatical and lexical choices
- Academic Word Lists

Aims of the session:

We will consider:
- How to reference correctly using the APA system
- Incorporating in-text citations accurately and with various reporting verbs
- The structures of essays and reports
- The art of punctuation
- Introducing the Academic Word List

1. An Introduction to Academic Writing Conventions

This lecture will focus on academic style conventions that are fundamental to writing successfully during your university course. The lecture will include a brief review of punctuation; citing references in-text, and creating bibliographies and reference lists, including utilising available software. It will also look at the importance of making appropriate grammatical and lexical choices so that your essay communicates ideas fluently, coherently and accurately.
Activity 1:
Discussions in small groups – students consider what elements of language could create and characterise an academic writing style.

Students to create a writing-style checklist from their ideas.

Activity 2:
Small group work - students review a worksheet with punctuation errors and identify and correct the mistakes. There will be a plenary discussion of amendments.
LECTURE WEEK 5: 
PLAGIARISM AND TURNITIN

Reading

- Academic integrity (University of Reading Library Guides)  
  http://libguides.reading.ac.uk/academicintegrity
- Turnitin online - Student Training Viewing Originality Reports here. 
- Using Turnitin Reports (Reading Library guides)  
  http://libguides.reading.ac.uk/academicintegrity/turnitin

Key concepts:

- Plagiarism
- Verification
- Inauthentic work
- Percentage matches
- Direct citations
- The inclusion of bibliographies

Aims of session:

We will consider:

- What is plagiarism
- Why students plagiarise
- Why attribution of work is necessary
- Identifying inauthentic work
- What the percentage matches mean
- Direct citations
- Whether bibliographies should be included in the similarity index?

1. Plagiarism

This session is about the importance of indicating in your written work what your sources are and where you found your material. Plagiarism can often occur due to a lack of understanding of academically acceptable practices / techniques for acknowledging the work of others; this refers to unintentional plagiarism rather than a premeditated desire to cheat (intentional plagiarism).
Activity 1:
The session will include practical discussion/consideration of issues related to plagiarism, to include:

- What is plagiarism?
- What penalties should be given?
- What steps can be taken to avoid plagiarism?

Activity 2:
In this activity, we will cover the following:

- Originality report overview
- Viewing options

Consider ways in which Turnitin can advise and help you. You should adopt Turnitin fundamental good practice henceforth! Plus you will be using it in your written assignments.

Homework

For Week 7 (the Turnitin seminar session):
Run your formative assignment – i.e., the one you did right back at the start of your degree – through Turnitin and print the report, or bring a softcopy of the report on your laptop / tablet / phone. See if you can work out what it is telling you and how to use it to improve your work. We will discuss this in the seminar. Refer to Robinson (2011) for guidance.
LECTURE WEEK 7:
READING INTO WRITING

Aims of session:

We will consider:

- Reading into writing: Using targeted reading and evidence to support arguments.
- Synthesizing different works into coherent points.

Reading

No prior reading required.

Key concepts:

- Targeted reading
- Using evidence
- Synthesizing ideas

Aims of the session:

We will consider:

- Using targeted reading and evidence to support arguments
- Synthesizing different works into coherent points

Activity 1

http://www.screencast.com/t/T1v0QZeS

Based on the video, answer these questions in small groups or pairs:

1. What is a good technique to identify what you want to find out?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

2. What do you understand by the phrase ‘active reading’?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

3. What is the difference between active and passive reading?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

A12
Activity 2

1. Based on the texts/examples given, identify and highlight parts where ideas have been synthesized.

2. Practice synthesising ideas based on the examples given.

Homework:

The next lecture is on “Brand You” and considers how to present yourself well and make yourself stand out online.

Ahead of this lecture:

- Consider whether you have a clear idea of the jobs you’re going to be applying for and what your potential employer might be looking for;
- Search for yourself online and write down how you feel about some of the stuff you find and bring your notes to the next lecture.


- Watch the video on digital footprints and write down some keywords about what the term means. What do you think is out there about you?
LECTURE WEEK 8:  
YOUR DIGITAL FOOTPRINT: “BRAND YOU” AND LINKED-IN

Image from katelyniles.wordpress.com

Don’t forget to BYOD to this seminar!

Reading/viewing
Before coming to class, watch the following video:
https://www.youtube.com/watch?feature=player_embedded&v=ktpPgzcNXhE

Here are some other sources on this topic
https://www.commonsensemedia.org/videos/digital-footprint

Key concepts:
- Digital footprint
- Social media
- Your “brand”
- Your Linked-In profile
Aims of the session:
We will consider:

- Our digital lives
- What a digital footprint is
- How and why you should manage your digital footprint
- Presenting yourself effectively online
- Building a LinkedIn profile and connecting with people on LinkedIn

1. Our digital lives
The internet is a relatively new invention – the public didn’t really have access to it until the early 1990s, and the World Wide Web has only been around since 1989. Nowadays, we live so much of our lives online. How has this changed the way we communicate?

2. What is a digital footprint?
A digital footprint is basically everything out there about you which is on line. Your parents may have started this for you when you were a baby, and there may be some very old sites out there which you joined or started but have now forgotten about.

3. Your digital footprint as a competitive advantage
Thinking about possible career choices, who are the kinds of people you need to be influencing? How will you influence them positively? What are they going to be looking for? How will you stand out from the crowd?

Also, think about who influences you. Who do you follow on Twitter? Which blogs and magazines do you read? What TV shows do you watch? What do you find attractive and interesting about them?

4. LinkedIn
Have you got a LinkedIn account? Who are you connected to? How will you find connections with the people you want to connect to? How will you engage people so they want to connect to you?

Your digital footprint says a lot about you to the outside world, including future employers.

We’ve spent some time discussing the issues with an individual’s online presence and looking at how you might present yourself positively and favourably without losing your unique personal characteristics. For the rest of the lecture, you are going to start building your LinkedIn profile.

If you already have a profile, work with someone who doesn’t yet have one to support them. You might also want to work on improving it following tips from the lecture.

- Is your online presence how you want it to look?
- What steps can you take to move it forward to your goals?
LECTURE WEEK 9:
WRITING AT THE UNIVERSITY: GENRES

Reading

Some information on written genres at university
http://www.uefap.com/writing/genre/genrefram.htm
Reading University Library Guides on different academic writing styles
https://www.reading.ac.uk/library/study-advice/lib-sa-guides.aspx

Key concepts:

- Genres
- Different forms of writing
- Voice, audience and purpose
- Email writing
- Understanding questions

Aims of session:

We will consider:

- What we mean by genre
- Why understanding genre can help with academic (and other) form of writing
- The importance of understanding purpose and audience
LECTURE WEEK 10:
ACADEMIC WRITING STYLE

Reading
A useful site to help with academic writing style
http://www.phrasebank.manchester.ac.uk/

Key concepts:
• Academic writing style
• Academic skills glossary

Aims of session:

We will review:
• What it means to write in an academic style
LECTURE WEEK 11:
“IF I KNEW THEN WHAT I KNOW NOW …”/ YOUR ASSIGNMENT

There are two parts to this lecture:

a. This is session is led by Student Ambassadors in the years above you (and maybe even one or two who have left, if they’re free!).

The Student Ambassadors will each tell you about their personal experiences of being at university, including such topics as:

1. How they made the transition to Higher Education from school;
2. What they wished they’d found out about early on;
3. Changes they would have made, given hindsight.

There will then be a Q&A session for you to ask your questions and find out more.

However, the discussion is entirely student-led – and this means your involvement, too!

b. The second part of this session will involve an explanation of your written assignment (blog)

Reading
Take a look at the following blogs (some of the authors have subsequently contributed to the British press or picked up external sponsorship):

- [http://separatedbyacommonlanguage.blogspot.co.uk/](http://separatedbyacommonlanguage.blogspot.co.uk/) - comparing British and American English
- [http://aworldofenglishes.blogspot.co.uk/](http://aworldofenglishes.blogspot.co.uk/) - views on varieties of English and phonetics
- [http://eltoriasecrets.blogspot.co.uk/](http://eltoriasecrets.blogspot.co.uk/) - beauty, and tips on blogging by a former UoR student
- [http://www.dontwasteyourtime.co.uk/](http://www.dontwasteyourtime.co.uk/) - e-learning, blogging, social media and related
- [http://poemsfrommrnash.blogspot.co.uk/](http://poemsfrommrnash.blogspot.co.uk/) - poems written by a second-hand bookshop owner to his muse
- [http://www.poiresauchocolat.net/](http://www.poiresauchocolat.net/) - award-winning food blog

Key concepts:

- Blogging
Assessment criteria

Aims of the session:

We will consider:

- What makes a good blog post?
- Our expectations of you for this assignment

Your assignment for this term is to write a blog post of at least 750 words on any topic. This may mean starting a blog or adding a post to an existing one.

This assignment is worth 30% of the total module assessment.

What do we expect?

- Blog posts can vary quite a lot in style according to the individual. What we’re looking for is the ability to write an engaging blog post in excellent English with appropriate punctuation and no errors of spelling.

- You should also think about the whole visual imagery of the blog itself. Does it represent you well? Is the style and formatting of the page congruent with other bloggers posting on the same kinds of topic?

- In this lecture, we will take a look at some blogs on various topics to help you decide what kind of blog you want to start (or are already doing) and think about some of the motivations for blogging.
SEMINAR 1:
ACADEMIC WRITING 1: UNIVERSITY-LEVEL WRITING

1. **Introduction (5 minutes)**

The writing for Part 1 modules:

**LS1ELS English Language and Society**
- a. Two 1,350-1,500-word essays (see LS1ELS Module Handbook) (40% of the mark for this module)
- b. One 1-hour MCQ exam (60%)

**LS1SG Sounds, Grammar & Meaning**
- a. Two assignments analysing language data (see LS1SG Module Handbook) (33%)
- b. One 1-hour MCQ exam (67%)

**LS1ELU English Language in Use**
- a. Two 1,350 - 1,500-word essays (see LS1ELU Module Handbook) (33%)
- b. One 1-hour MCQ exam (67%)

**LS1TAL Techniques and Skills in Applied Linguistics**
- a. One formative assignment of 700 words
- b. One blog post of 750 words 30%
- c. One written assignment of 750 words (60%)
- d. One oral assessment and presentation via video (10% - not written)

The focus in the Academic Writing seminars this term will be on academic writing in general, which should have significance to a range of writing you do while at University.

Next term we will look at academic writing again (after you have done your first assignments) and also work on academic reading.

2. **University-level Academic writing**

**TASK 1 (20 minutes)**

Quickly re-read the two samples of student writing (Text 1 and 2) to be found on pp. B4-B7. If you did not attend the lecture in Week 1 and have not read the texts, please remember to come prepared for your seminars in future!

‘Mark’ them using the accompanying feedback sheet. ‘Excellent’ means you are impressed; ‘You need to improve’ means that you can identify a significant number of errors in this category.

Discuss your reactions/feedback in pairs/threes.

Feedback as a group, justifying your opinion with examples from the texts.
TASK 2 (10 minutes)
Working in pairs, exchange the first drafts of the introductory task essay that you were set in Week 1’s lecture. If you have not written your essay, you will benefit by reading an example, so work with a partner.

Using the same criteria that we used in task 1, give your partner feedback on what s/he has done well and how s/he could improve on this draft.
Text 1

How does linguistics (the study of language) relate to decisions made in the real world?

Language is one of the most important elements that contributes to the way in which the world works and how it is understood. The way we judge each other and how we perceive one another’s personalities is done vastly through language in which people use in speech when presenting themselves. Things such as mannerisms, how polite an individual appears to be, interests and various other qualities can be put across through how and what he or she may say, which the majority of the time takes place unconsciously. Any knowledge gained and functioned from this person we then make a decision as to what sort of relationship we wish to make, if any, and the personal feelings we have towards the individual. Due to this I see linguistics as something that strongly relates to the decisions we make in the real world in cases involving making relationships with one another.

Some people very much see the way we speak as a reflection of self, for example a person may be judged for swearing or using slang terms by someone who finds this inappropriate in a particular context so a connection or relationship may not be made. This is done because we are consistently analysing and evaluating what one another is saying. I very much think that even situations that appear on first glance to have no ties with linguistics do-in fact more often than not have a key role. Take for example the cases put across by Guy Cook such as ‘Sexual relations, preparing and eating food, manual labour and crafts, the visual arts…’ among others. These activities Cook suggests that the majority of the time these activities do seem to exist without the use of language but I feel that at the heart language is a huge role and influence in them. For example without someone being aware of how to instruct an individual who has never cooked a meal in his or hers life, without the correct use of imperatives, pace and even correct tone in speech or perhaps in written language a recipe will need t be laid out and presented in the correct way as without things like this the meal could be a failure.

Further decisions made in the real world relating to linguistics are very important when it comes to teaching a language, whether the speaker is native or attempting to learn another. Having the skills to communicate and use any language is very important to succeed in life so the way it is taught especially in places like schools is not anything to be considered lightly. How a language is taught and techniques used in order to be effective have to be taken into account as it can completely effect the rest of the person’s life with examinations, job prospects and general communication skills with friends and family in order to live a fulfilling life.

Linguistics also relates to decisions made in the real world with the understanding and interpretation of what is said. When there is a misunderstanding someone’s actions could be the complete opposite of what was intended to happen by the speaker. Take for example a text from Guy Cook Applied Linguistics which is referring to how linguistic analysis can provide and be used as evidence in criminal proceedings. According to Text 2 an unsigned
confession can be used for a conviction in the English, Welsh and Northern Ireland courts even without any other supporting evidence. This is very interesting as arises the question as to what exactly can be told or reflected through what we say in these reports or in any similar circumstances. With the example of Derek Bentley and Chris Craig in reference to the “Let him have it” scenario had there been less ambiguity in what Chris Craig had said the outcome might have been completely different. The fact of the matter was Chris Craig new what was said but ‘it’ is such a broad term and has no specific reference causing Derek Bentley to respond in the way he did and fire. Furthermore this led on to the police and courts make their interpretations with their knowledge of linguistic meanings to find an answer in the case.

The above case shows that not only is interpretation of the listener important in study of language, but also the actual speakers choice in linguistics is also very important especially when considering the purpose or the message they wish to convey. In different circumstances for example to persuade the person would have to take time to decide about the correct emotive language they wish to use in order to create maximum impact. Alternatively the discourse of a piece of text is highly important in things such as formal letters such as letters of complaint is not going to be taken seriously with sloppy or inappropriate presentation skills. The language in which that person will use can completely alter the impression they make and what they may achieve from what is said or written and as to whether their needs are carried out.

Linguistics (the study of language) relates to both our own individual decisions made in life and to the decisions made by others. The way it is taught changing the way people read or understand a language in some circumstances can ultimately change a person’s decision due to things such as misinterpretation, ambiguousness or simply just lack of understanding. Especially as after all language is considered to be ‘at the heart of human life’.

919 words
Linguistics may be described as the scientific study of language. This discipline is thus concerned with one of the most important features of human interaction. As Cook (2003:15) states: ‘without it, many of our most important activities are inconceivable’. He cites sexual relations; the preparation and sharing of food; and arts and crafts as examples of such activities that are conducted through the use of language and without which, the world and how we interact within it would be a very different place. This is why the study of language use through the discipline of Applied Linguistics is so needed, to enable the relationship and relevance of language to real world problems to be considered fully. Brumfit’s (1995:27) definition of Applied Linguistics as ‘the theoretical and empirical investigation of real world problems in which language is a central issue’ demonstrates how those interested in the discipline apply their knowledge of language to address issues and problems that occur in our society and also to make others aware of the implications of language choices.

The study of Applied Linguistics covers a range of areas where language is implicated in particular decisions made. Taking language in education as an example, the agreed language that is used in the UK in educational institutions and in testing is Standard English, yet when children start school they may use either standard or non-standard varieties of English. How is this situation to be addressed? What version of English is to be considered standard? Who is to decide whether those children using non-standard varieties should be corrected or encouraged to change their way of speaking and writing altogether? This is a real-world problem that requires the expertise of an Applied Linguist to analyse the implications of any decision made. By studying the effects of such language-related decisions in different contexts, evidence can be gathered to support or reject policies that are in place and advice can be given as to best practice. Other areas where language choices are made within education are those such as modern foreign languages. The questions of which languages should be taught, and to whom and how, are questions that benefit from the application of theories and evidence drawn from the field of Applied Linguistics.

Cook (2003) gives various examples whereby real-world issues are affected by language use; examples that emphasise the importance of a knowledge of the techniques of Applied Linguistics within certain situations. He illustrates, by the inclusion of Text 2 ‘Texts and Practices’, how an Applied Linguist’s work can contribute to the gathering of evidence within a range of criminal proceedings. Text 3, written by Mona Baker, focuses on how having an understanding of the effect that language-choices have on the world is crucial in the profession of translation. In her article, translation is described as ‘a discipline that has to concern itself with how meaning is generated within and between various groups of people in various cultural settings.’ Therefore, to succeed as a translator, it seems it is necessary not only to understand the languages from and to which text is translated. But also to take into account different cultures
that exist within each language group. Cook (2003) gives the particular example of a business which employs two translators, one of whom believes the other translator's transformation of some safety regulations is 'full of errors'. Obvious problems and issues arise from the disagreement. It would appear that the best solution to this problem is to consult a third translator to obtain their views and opinions on the matter, and this is where an Applied Linguist could be consulted to resolve a real-world problem.

Overall, it seems clear that Applied Linguistics is a discipline that is essential to our understanding some of the problems that occur in everyday life. If the work of Applied Linguistics becomes recognised by those who take decisions in society and, at the same time, society can be made aware of the significance that language choices can have, then perhaps problems that occur can be overcome and even be avoided in certain situations.

Words 677
1. Introduction

What do you know about referencing?

(10 mins) Discuss the following questions in pairs / small groups:

WHAT do you need to reference?

WHY do you need to provide references?

WHERE do you reference?

WHAT information do you include?

HOW do you go about it?

2. Within the text

2.1 Quotation, paraphrase or summary? (5 minutes)

When referring to the work of others, you may choose to quote their exact words, paraphrase a short section of their work or summarise the key idea. This depends on whether the exact words are important, the precise argument is important or if you are referring to the author's theory or general point of view.

In each of these cases, you need to cite your sources. Why?

- when you are reporting well-known positions that demonstrate you have read seminal or foundational works, it is necessary to attach that position to a writer that holds that position, and not speak of positions without proponents.

- when you are discussing differing points of view in the literature, it is very important to ascribe each point of view to a writer, so that claims can be verified.

- when you assert a fact that is important in your argument, to raise the standard of your evidence, you must show the source of that fact.

2.2 How to cite:

Q Do you include page numbers?
A There are two types of citation: the sort with the page number and the sort without: (Talmy, 2001, p.22) vs. (Talmy, 2001)
Your reader will need the page number:

- When you are using words verbatim from that source (i.e. direct quotes).
- When you are attacking a position so the reader can verify that you are representing the opponent’s position well (i.e. when you have paraphrased a particular passage).
- When the argument or fact is very controversial or crucially important (i.e. when you refer to the author’s statistics, figures or tables etc. or when you paraphrase an argument).

When you are referring to a theory or argument that spans across a whole article or chapter, the page number is not really helpful, so it is not necessary to put one.

Now look back at your answers to the questions on p. B8. Can you add anything to your notes? (5 minutes)

2.3 How do you maintain your own voice? (5 minutes)

There are a few different ways to put the citation into your text. One is to talk about the writer in my sentence, I would already have his/her name in my text and would only need to insert the year and, if necessary, page number:

(a) In many circumstances, language is crafted to entice an audience to feel, or perhaps think, in a particular way. As Cook (2003, p.63) points out: “Language can be used to tell the truth… distort facts, or to persuade people to take a particular stance”.

(b) Goldberg (1995) uses grammatical relations as units of analysis.

(c) Goldberg’s (1995) analysis uses grammatical relations.

(d) Ellis (1994, as cited in Furneaux 2008, p.132) argues that the conditions under which speech is used will vary.

This way, your choice of reporting verb can reflect your own stance e.g As Cook (2003, p.63) points out… Cook (2003, p.63) maintains that … Cook (2003, p.63) mistakenly claims that … would all indicate a different viewpoint.

N.B. When including a longer quote, this should be given as a separate paragraph, indented. It does NOT need to be double spaced.

Alternatively, you can enclose the citation in brackets as background to your sentence:
(a) Many grammarians use the terms grammatical function and grammatical relation interchangeably (Quirk et al., 1985; Radford, 1988; Huddleston, 1989).

(b) Construction Grammar (Goldberg, 1995) uses grammatical relations as units of analysis.

When would this be more appropriate?

2.4 How do you refer to your own data?
When referring to your own data that you have appended at the end of your essay (for assignment 1 this is a newspaper article), you may choose to refer to your appendix by line number e.g. (see Appendix A line 54) or to insert a small table or text box within your essay, as in 2.3 above. Again, if you include a textbox, this does NOT need to be double spaced and is NOT included in your word count.

CHECK YOUR MEMORY (10 minutes) Look at the following examples of student writing (on the next page), and note the use of citations. Do they appear in the right places? Are they in the right form? If not, how would you fix it? Are there any other improvements you would suggest?
1. As Johnson points out a child who is able to hear will eventually begin to experiment with his or her vocal apparatus, cooing and imitation of speech sounds are part of this child’s linguistic development of language. This will lead to acquisition of written language once the child has started its education cycle.

2. Deaf babies or babies who are born to deaf parents have the same ability to acquire sign language, just as their hearing counterparts (Lewis + Green: 2003; Johnson 1997, Smith 1999). The child will soon begin to respond to the signs by their parents and begin to imitate them during the early part of its linguistic development.

3. Brown argues that ‘it is essential that specific aspects of deaf children’s language development are a focus for research’ (2003).

4. ‘The more we learn about the human linguistic ability, the more clear it is that language acquisition and use are not dependent on ability to produce sounds, but on a much more cognitive ability’ (Fromkin+Rodman 1998). From this quotation, it is reasonable to say that spoken languages/written are no more natural than sign languages.

5. Ray Jackendoff’s theory is that “children look for language” (pg 43). The Africans that were bought as slaves to North America or the Caribbean have created a new nation speaking 100’s of different languages, in Papua New Guinea. Workers created what is known as a ‘pidgin’.

6. “A pidgin is a basic and crude system of communication, consisting of bits and pieces drawn from several languages stitched together clumsily.’ This negative view of what a pidgin is ….

7. Jones 1994 argues ‘Pidgin has no fixed vocabulary and no fixed grammar, if recognisable at all. Different individuals speak it differently, and it is a very poor and limited way of communicating, but it does work.’ This view has been challenged by Robbins, who claims that…

8. In the speech I have chosen to analyse, his lexical choices such as ‘harsh’ and ‘bitter’ all conjure up extremely negative connotations…
Compare answers as a group

3. The list of references
Look back at the homework you were left with at the end of the lecture in Week 3. You were asked to use the style sheet provided in Appendix 2 to correct and improve this list of references. Compare your answers in pairs.
(5 mins)
Now check with the answers your seminar tutor will give you.

4. Style and formatting
Before you hand in any essay-type assignments, check that you have obeyed ALL THESE INSTRUCTIONS!

- With some exceptions, all parts of the text must be double-spaced throughout, and 2.5cms/1 inch margins left on all four sides of all the pages. The font-size must not be less than 12pt. This is essential in order for lecturers to make comments or corrections on the paper. Only print on one side of the page.

- Leave an extra line between each paragraph. Do not indent first lines.

- All the pages must be numbered continuously throughout, starting from the main text, then any references, and finally any appendices. Each of these parts of the text must begin on a new page. Page numbers are placed at the bottom in the middle. Please do not use a running header/footer, nor include any additional information such as a date or name.

- Start the reference list on a new page, centre the title “References,” and alphabetise the entries. Do not underline or italicise the title. Double-space all entries. Every source mentioned in the paper should have an entry. If the reference goes over more than one line, then the second line must be indented. Please see the style sheet for style details.

- Quotations of less than 40 words should be included in quotation marks in the running text. Longer quotations are given as a separate paragraph (or paragraphs) on a new line, indented at the left margin throughout, without any quotation marks. Author, date and page number/s must be given in brackets at the end of the quotation.

And lastly for more information, refer to the Assignment Submission Checklist. A copy of this is in Appendix 1 on page D2. For referencing, refer to Appendix 2 on page D3-D7.
You will need to BYOD to this seminar

By now, you will have a clearer idea of what constitutes plagiarism and what is involved in the TurnItIn process.

The aim of this seminar is to help you to draw your ideas together, and to share that information with others in the class.

Task (20-30 minutes)
In pairs or groups of three, go through the interactive seminar materials and take the online quiz indicated by your seminar leader. You will need a laptop, tablet or phone to do this. Links will be provided on Blackboard after the seminar.

Task 2 (15 minutes):
In pairs or groups of three, look at your assignment and the TurnItIn report. How could you revise the assignment to avoid possible plagiarism? Where does the report highlight something you do not need to revise? Report your findings back to your seminar leader at the end.
SEMINAR 4:
READING INTO WRITING/SYNTHESISING SOURCES

Seminar Preparation (to be completed in Week 7 BEFORE the seminar)

1. Find the two journal articles from the library (links will be provided)
2. Print them out or download them onto your device (not smart phones)
3. Highlight the main ideas and make notes.
5. Bring your notes and both articles to the seminar (hard copy or on your device)

Activities

Task 1

In pairs or small groups, compare notes and find similarities or differences of ideas in both articles.

<table>
<thead>
<tr>
<th>Article</th>
<th>Similarities</th>
<th>Differences</th>
<th>Do you Agree?</th>
<th>Any other Comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 2

Using the information from the synthesis grid to help, write a short paragraph in which you:

- State your point/argument
- Exemplify and support your point with reference to the articles (you can do this by paraphrasing and synthesizing ONE main idea found in both articles)
- Use appropriate reporting verbs and correct APA referencing format

...........................................................................................................................................................................
Task 3

Present your paragraphs in front of the class. Discuss and compare answers.
The Assignments

Please read the instructions carefully as the assignments have slightly different submission requirements.

Read Appendix 1 on p. D2 before submitting any assignments.
Submit TWO copies of the formative assignment with ONE copy of the coversheet.

NB: BOTH copies of the assignment should be attached together by a paper clip, with the completed version of this cover sheet stapled to the TOP copy only.

NAME: 

PERSONAL TUTOR: 

ESSAY TITLE: 

In what ways are the functions of persuasion and information interwoven in ONE of the following: 

(i) Political speeches
(ii) Advertisements
(iii) News reports

Include discussion of how such linguistic choices may be linked to their effects upon the reader, with reference to the required reading and example texts supplied.

NUMBER OF WORDS IN ASSIGNMENT:

DEGREE PROGRAMME AND YEAR OF STUDY:

BA English Language 2017/18
BA English Language & Literature 2017/18
BA French Studies & English Language 2017/18
BA German & English Language 2017/18
BA Italian Studies & English Language 2017/18

PLEASE READ AND SIGN THE DEPARTMENT’S STANDARD PLAGIARISM STATEMENT BELOW:

I confirm that this is solely my own work, that the use of all material from other sources, public and private, has been properly and fully acknowledged in the text and that I have presented an accurate word count. I have proofread and corrected this essay to the best of my ability.

I understand that:

• cheating and plagiarism, in the absence of mitigating circumstances, will normally result in the School’s Director of Teaching and Learning awarding the piece of work a zero;
• the mark given is provisional. The final mark is confirmed at the Examinations Board relating to this module;
• penalties for late submission (without extension permission) will be applied in accordance with University regulations (see the section on coursework in the coursework folder).

Signature:

Date:
Example texts:
1. **Text One**: Excerpts from the full text of Nick Clegg’s first major speech as Deputy Prime Minister, May 2010.
2. **Text Two**: Google AdWords
3. **Text Three**: Newspaper article by Ilana Bet-El, The Guardian 22nd July 2010

Copies to be found on pp. C4-C8.

After reading the excerpt from Cook (2003) and studying the example texts, write a 700-word essay, following academic writing conventions as you understand them, on the following topic:

In what ways are the functions of persuasion and information interwoven in ONE of the following:

(i) Political speeches
(ii) Advertisements
(iii) News reports

Include discussion of how such linguistic choices may be linked to their effects upon the reader, with reference to the required reading and example texts supplied.

**NOTES**
When word-processing your document, you **must** use Times New Roman size 12 font and double-line spacing.

**Criteria for Assessment**

1. Demonstration of understanding of the set texts.
2. Accurate use of technical terms.
3. Ability to organize your ideas and articulate your arguments effectively in writing.
4. Clarity of expression and accurate use of spelling, punctuation and grammar.

**Submission Details**

3.1 **First draft** (All students taking this module).
- Bring one copy to your first Academic Writing seminar on Thursday in Week 2. See Blackboard for details of seminar groups and rooms.

3.2 **Final draft**
- Hand in one copy to Lesley Hammond Part (Edith Morley Building Student Support Centre) by 12.00 noon on Monday in Week 3.
- Use the Formative Assignment Coversheet on p C2.

**Any questions?**

E-mail Lesley Hammond (l.m.hammond@reading.ac.uk) who will pass your message to the Academic Writing Tutor: Please use “Part 1 Formative Essay” as your subject and always sign your full name.
I have spent my whole political life fighting to open up politics. So let me make one thing very clear: this government is going to be unlike any other.

This government is going to transform our politics so the state has far less control over you, and you have far more control over the state.

This government is going to break up concentrations of power and hand power back to people, because that is how we build a society that is fair.

This government is going to persuade you to put your faith in politics once again.

I'm not talking about a few new rules for MPs; not the odd gesture or gimmick to make you feel a bit more involved.

I'm talking about the most significant programme of empowerment by a British government since the great enfranchisement of the 19th century.

The biggest shake-up of our democracy since 1832, when the Great Reform Act redrew the boundaries of British democracy, for the first time extending the franchise beyond the landed classes.

Landmark legislation, from politicians who refused to sit back and do nothing while huge swaths of the population remained helpless against vested interests.

Who stood up for the freedom of the many, not the privilege of the few.

A spirit this government will draw on as we deliver our programme for political reform: a power revolution.

A fundamental resettlement of the relationship between state and citizen that puts you in charge.

So, no, incremental change will not do.

It is time for a wholesale, big-bang approach to political reform.

That's what this government will deliver.

It is outrageous that decent, law-abiding people are regularly treated as if they have something to hide.

It has to stop.

So there will be no ID card scheme.

No national identity register, no second-generation biometric passports.

We won't hold your internet and email records when there is no just reason to do so...

[The middle section of the speech may be found by following the link given below]
... So, the repeal of illiberal laws, the reform of politics, and the redistribution of power.

Our very own Great Reform Act.

Not everyone will like it.

Not every MP . . .

Not the vested interests that want government to stay closed, opaque, easily captured.

But this new government, this new kind of government, creates an enormous opportunity for those of us who have spent our lives fighting for political reform.

This is a moment to step back and look at every shortcoming in our democracy . . .

Before we launch into the most radical programme of reform, empowerment, enfranchisement in over a century.

A programme so important to me personally that I will take full responsibility for seeing it through.

And as I do, I will be open, I will be ambitious, and I will listen.

I’ll still be holding my town hall meetings, that I’ve been holding for the last two years, around the country, where you can come and ask me whatever you like.

The next one is actually in Sheffield on Friday.

As I lead the transformation of our political system, I want you to tell me how you want your politics to be.

Power will be yours.

That is new politics.


[Accessed 22nd July 2010] NJT
TEXT 2:

Attract more customers by advertising on Google

AdWords helps connect you with potential customers in the right place, and at precisely the right time by placing relevant ads on the right-hand-side of our search results pages.

Sign up yourself online

You can sign up online today! Simply create an AdWords account, and then use Google's online tools to decide which geographical regions you’d like to target, create your own ad and choose your keywords. More information

Sign up to AdWords

Already an Adwords customer? Sign in

Sign up on the phone

Call us weekdays between 9am and 6pm to speak to one of our specialists. We can then advise you on which targeted keywords, ad creative and budgets will achieve a successful campaign. More information

Call us today! 0844 338 0344 9am - 6pm. Local call charges apply

Standard call charge 5p/min incl. VAT from a BT landline. Other networks and mobile phone charges may vary. Please note that the Jumpstart phone number is only for new UK advertisers creating an AdWords account. If you want support on your existing AdWords account, or any other Google product, please visit http://www.google.co.uk/support.

©2010 Google


[accessed 22nd July 2010] NJT
Universities have placed vocation over thought

The assumption that higher education brings higher earnings has turned universities into business-led 'degree factories'

Two weeks ago Timothy Garton Ash astutely noted that the massive issue of university funding is a test of "Europe's seriousness of purpose in the 21st century". The UK response has now come from the business secretary, Vince Cable, in the form of proposals for a graduate tax, increased fees, and an accelerated two-year degree course. He may as well have gone the whole hog and announced a change of title, from universities to "degree factories".

In fact, such a move would not be a precedent: the 1992 Further and Higher Education Act enabled polytechnics to change their titles to universities, which they did, more or less overnight. The adverse effects of this absurd decision are being felt to this day across the land – while at the same time revealing much that is wrong with the attitude to universities in the UK.

Polytechnics were institutions of higher education that taught skills and applied professions, many engineering and science-based, as well as more theoretical subjects. They did not award degrees but rather diplomas validated to the level of all academic degrees. More crucially, polys often had strong ties to the local communities in which they were situated, and with business and industry too. As such they were crucial to nation and state alike, offering people very necessary tools to make a living and expand their horizons – and in this way benefiting the economy. Across the continent and in many other parts of the world such institutions are thriving – distinct from universities and prestigious in their own right. But in the UK, the purpose of the polys fell victim to the dual disease of funding and class.

Polys were not very expensive in the great scheme of things, but they were a burden on local budgets. By the abracadabra move of making them universities this problem was solved and they were set free, open to compete for funding from the same pot as universities and award full degrees – as against the obligation to boost their research capacities somewhat.

In itself this reflected a fundamental misunderstanding of universities: they are not, and have never been, professional schools. Medicine and law, which were studied in the original universities in the 14th century, were seen as part of science and philosophy – not applied subjects – and it is within this perspective that they largely evolved within academe over the centuries. The true and unchanging purpose of universities is to study, think and research: to be removed from the immediate demands and overwhelming directives of everyday life, in the so-called ivory tower, in order to better understand its logic,
needs and possibilities. In this way it both enriches society and benefits state and economy.

This core purpose has effectively been rejected in the UK over the past decades: rather than an education devoted to thought over vocation, within an understanding that both could and should be useful to society and state in equal but different ways, a university degree came to be seen as a privilege of the upper classes. As such, it was deemed to hold within it the key to greater earnings – supposedly being denied the lower classes. That most graduates did not necessarily make great salaries, or that the problem lay with the primary and secondary state education system that did not raise pupils interested in subjects studied in university – these were considered irrelevant. The debate, such as it was, focused on money and class.

The solution was to instantly create more degree-awarding institutions, hence the overnight demise of the polys. This has undoubtedly led to a mass increase in the population of students in the UK, but with it a rise in degrees in such subjects as sports, human resources and marketing – which may have slender academic perspectives but are in essence vocational. This has clearly diluted the value of universities and their ability to research and offer added value. At the same time the absence of polytechnics or similar vocational institutions has made it increasingly difficult for the many still seeking a profession but uninterested in academe to gain any qualifications.

Despite these dire consequences, the debate has not moved on: it is still about money and class, which is why we have the total absurdity of the business secretary, not the education secretary, pronouncing on the future of higher education: degrees are there to unlock money, nothing else. A university, now the sole kind of institution, is understood as one kind of business that must benefit other businesses. To this end it must be more efficient, offering two-year courses, and it must make a profit – or at least balance the books, hence increased fees and taxes. Those who work for universities must be productive in churning out benefit-degrees, to advance both their own university-business and other businesses.

When universities began to grow in the 19th century, and polytechnics in the 20th, the major driving force was a desire to bring education – in the fullest sense of the word – to as many people as possible. In the 21st century we aspire to degree factories, with no thought of education. But then again, thinking is not a quantifiable business target.

ASSESSED ASSIGNMENT 1: BLOGGING (30%)

Instructions

Produce a blog post on a factual topic of your choice (no fiction, please). You may either begin a new blog or continue a blog you have already started. If you decide to continue a blog you have started, it must be a new post dated December 2017 or later.

Write at least 750 words. If you get carried away, that’s fine!

Pay attention to the following aspects:

1. Produce an engaging post which specialists and non-specialists can enjoy;
2. Use images which are appropriate to the subject matter;
3. Present your “brand” well to your intended audience;
4. Use correct standard English grammar, spelling and punctuation;
5. Use references correctly, where relevant.

Marking criteria

1. Clear demonstration of knowledge of your subject matter;
2. Ability to write in an engaging and informative way which is accessible to specialists and non-specialists;
3. Good use of images and good overall visual presentation;
4. Quality of writing, and correctness of referencing and bibliography where relevant.

Deadline and handing in

ONE printed copy of the blog post with ONE copy of the coversheet (provided overleaf) should be handed in to Edith Morley Building Student Support Centre by 12 noon, Monday Week 1 of the Spring Term.

You should also indicate the URL of your blog on the assignment coversheet and send the link to the module tutor (d.d.fitzpatrick@reading.ac.uk), copying in Lesley Hammond (l.m.hammond@reading.ac.uk) for posting on Blackboard.

Please note that, in order to avoid penalty for late submission, the assignment must be submitted in paper form and the link sent to the module tutor and Lesley by the deadline.
LS1TAL
TECHNIQUES AND SKILLS
IN APPLIED LINGUISTICS

Autumn Term 2017

The Appendices
APPENDIX 1: ASSIGNMENT SUBMISSION CHECKLIST

Before you submit the final draft of an assignment, go through this checklist:

Content:
1. Have you dealt with all aspects of the assignment topic?

Presentation:
2. Have you read through your assignment for typing mistakes?
3. Have you read through your assignment for problems caused by ‘cutting and pasting’ parts of the text (e.g. missing words/lack of cohesion)?
4. Is your assignment divided up into sections and sub-sections, with clear headings?
5. Has double-line spacing been used?
6. Are the pages numbered?
7. Are any appendices numbered and labelled?
8. Are any appendices referred to in the text?
9. Are all figures/diagrams numbered and given a clear title?
10. Are all figures/diagrams referred to in the text?

Referencing:
11. In the text, are all verbatim quotations acknowledged as such (by either indenting or putting in inverted commas)?
12. Are all verbatim quotations given author’s name, date and page reference?
13. Are all references to the literature in the text given author’s/author’s name/s and date? If not, you can be accused of plagiarism.
14. Are primary sources not consulted by you but cited elsewhere referenced appropriately in the text (e.g. ‘… cited in Ellis 1994’)?
15. Does the References section consistently follow an acceptable set of conventions (APA format)?
16. Does the References section include all books, articles and websites which you have referred to in the text (including those in Appendices)?

And remember:
17. Is the number of words noted at the end of the main body of the assignment (ie before the References and appendices)?
18. Have you attached a completed ‘Assignment Cover Sheet’?

Professor Clare Furneaux
Dean, Teaching and Learning
c.l.furneaux@reading.ac.uk
APPENDIX 2: REFERENCING CONVENTIONS

The following notes offer guidance on the provision of references in a piece of work for assessment.

Please refer to the Publication Manual of the American Psychological Association (APA), available in the library reference collection (3rd floor, call number: 808.066 AME), for information on how to cite types of sources not represented here, or for any additional information on how to paraphrase, quote, and format academic papers, including how to format tables, figures, and appendixes.

Some information (including online tutorials, FAQs, and sample papers) can also be viewed on the official APA website (at www.apastyle.org).

The bibliography computer program EndNote can help you with formatting citations and bibliographies. The Main Library offers guides to, and training sessions in, the use of EndNote.

Citation within the body of the text (in-text citations)

When summarising a writer’s ideas:

... Girdler (1986) claims that pomp rock is...

The Australian accent is generally referred to as ... (Hardcastle & Jones, 1984)

Within a set of citations, citations are arranged alphabetically, in the same order in which they appear in the reference list:

Recent research has revealed that attitudes towards regional dialects have changed (Channell, 1994; Conrad, 2000; Labov, 1966; Reppen, 2010).

Work cited in another reference (Secondary sources):


Use secondary sources sparingly, for instance, when the original work is out of print, unavailable through usual sources, or not available in English.

Direct quotations must be clearly indicated as such, using double quotation marks. You must give author, date and page number for every direct quotation you include:

Hulstijn (2002) suggested that practice will only “speed up the execution of algorithmic rules to some extent” (p. 211).

It may be necessary to give page numbers even when paraphrasing in order to help readers find a passage in a long and complex source text:
Function words in the target items were identified by reference to the specification in Quirk et al. (1985, pp. 67-72).

**Quotations comprising more than 40 words** should start in a new line, and should be displayed as a freestanding block of text, indented about a half inch from the left margin. The entire quotation should be double-spaced.

**List of References**

At the end of the text, there should be a full List of References, with **ALL and ONLY the references you have used in the text merged into one list**. The List of References should be in **alphabetical order**. Note the different conventions for authored books, unpublished dissertations, chapters from books, articles from journals and edited books.

For any sources that are not included here please visit the APA website: [www.apastyle.org](http://www.apastyle.org)

**Single author books**

**Dual & triple author books**

**Journal articles**

**Edited collection:**

**Articles from edited collections**

*Please note that when you are referencing articles from edited collections, both the individual article and the edited volume should appear in the List of References. For example, you should have one entry for McKeachie AND one entry for Entwistle & Hounsell.

**Theses and dissertations**

**Other unpublished sources**

**Work cited in another reference**
Only the sources you actually read should appear in your bibliography. So, if you have given in your text: ‘….Berwick (1990, as cited in Ellis, 2008)….’, you will only put in your reference list:


**Internet Sources**
Give reference as for a printed source, then ‘Retrieved from’, followed by the URL (the internet address). Do not add a period after the URL, and do not include retrieval dates unless the source material may change over time (e.g., Wikis).

**Websites**


When there is no author for a web page, the title moves to the first position of the reference entry:


**YouTube**

If both the real name of the person who posted the video and the screen name are known:

Author, A. A. [Screen name]. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxxxx

If only the screen name of the person who posted the video is known:

Screen name. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxxxx

The in-text citations include the author name (whichever that may be) and the date.

**Facebook**

When the date is unknown, use n.d. for “no date”. Describe the source type inside square brackets


When the date can be reasonably certain but isn’t stated on the document, use a bracketed date and “ca.”, e.g., (ca. 1998).

Twitter


Audio-visual sources

Videos & DVDs

If the author is unknown:

If the DVD is available online

Television program

Television series

Television series episode

Magazines and newspaper articles

Magazine
If a magazine or newsletter does not use volume numbers, include the month, season or other designation with the year.

For daily or weekly newspapers, include the day and precede the page numbers with p. or pp.


**If the author is unknown:**


For articles with no identified author, in text use a short title in double quotation marks (or the full title if it is short) for the parenthetical citation: ("New Drug", 1993, July 15).