

This is the unedited version of WAAE-W.

Writing American Academic English

Workbook for Intermediate and Beyond Level

Steve Grzeskow-Pec

13 14 15 16 17 18

Academic Exchange Quarterly-WAAE
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This is Volume 1, Chapter 3, Units 13, 14, 15, 16, 17, 18

WAAE-W content, spiral construction, is organized with increasing grammatical and lexical complexity. Grammatical complexity changes with every chapter. Lexical complexity changes with every unit. There are six units in one chapter.

WAAE-W consists of 2 Volumes, 8 Chapters, 48 Units
Complete edited version, volume 1 and 2, available in 2020



Chapter 3

Introduction

NOW YOU KNOW Instead of addressing directly questions from few learners (all regarding Qualifying Tests) - here is one answer, possibly useful to hundreds of other WAAE-W learners.

Based on input from handling Qualifying Test-1 responses <http://www.rapidintellect.com/AE/18waae-test-1.htm> we find WAAE originally proposed test procedure cumbersome, complex, time consuming, and often never ending. Observe number of contacts (5) between one learner (L) and one workbook staff (W).

	1st	
L sends Qualifying Test-1	W corrects and returns
	2nd	
L seeks explanation	W provides it
	3rd	
L does not understand	W elaborates
	4th	
L is confused	W tries to clarify
	5th	
L thanks and has a question	..	W ???

At the end, WAAE seemed to become a private tutor. This is undesirable... Nonetheless we will honor all original obligations. However, for others aforesaid Qualifying Tests are replaced with Benchmark assessments, self-administered and self-evident assessment tests.

This chapter 3 has such assessment. It consists of four steps WHICH IS WHICH Benchmark (1 of 4):

- 1- ABSTRACT
- 2- INTRODUCTION
- 3- CONCLUSION
- 4- TITLE

Any learner is ready to proceed when TEXT and WORKBOOK GLOSSARY of chapter 1, 2 and 3 are completed. Another requirement is passive familiarity with chapter 1 and 2 grammar and syntax. Chapter 3 has six different versions of Benchmark, one for each unit.

Now you know. Thanks for your support.

We welcome more continuous feedback, and making this workbook, WAAE-W, part of your teaching and learning experience.

Steve Grzeskow-Pec

UNIT 13

Know the Basics

RESEARCH PAPER

seven basic sections

ARTICLE 3000 - 5000 WORDS IN LENGTH

To make article identification easier, we divided each of seven section entries into three or more subsections detailing entry meaning. Seldom, if ever, all subsections are present in one and the same article. **Entries in bold** are covered in this Chapter 3. The remaining entries are to be covered in Chapter 5-6. Moreover all seven sections are revisited thoroughly in Volume 2.

Notice: What follows is not absolute rule but it helps to progress to more intricate conventions of academic writing.

TITLE

- T-1. includes one or more article key words, content words**
- T-2. predicts the content of the article without revealing the main conclusions**
- T-3. highlights the importance of the research, study**
- T-4. is concise**
- T-5. may consist of two parts, the main title and a subtitle**

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- A-1. is a stand-alone document, paragraph**
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- A-3. offers subject matter of the paper in a nutshell**
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 - passive verb structure**
 - names, acronyms, abbreviations or symbols**
 - contractions**
 - article or book title**
 - evaluative language**

INTRODUCTION

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- I-8. sets paper's limits**

LITERATURE REVIEW (Background)

- L-1. relates what others have written about your topic
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BODY (Discussion)

- D-1. is the longest section of the paper
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CONCLUSION

- C-1. is more detailed (longer) than the abstract**
- C-2. restates the main argument**
- C-3. relates to article objectives posed in Introduction**
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- C-6. recommends further research or action**
- C-6. tends to be shorter and more diverse than introduction**
- C-7. suggests limitations and/or ideas for further research**

REFERENCES

- R-1. lists all cited sources
- R-2. allows a reader to identify and retrieve additional details
- R-3. reduces chance of plagiarism
- R-4. is one of few approaches to credit the work of others that influenced your writing. The other two are Bibliography and Works Cited.



Academic Exchange Quarterly TEXT 12 sections:
4-abstracts, 4- introductions, 4- conclusions; order at random

1-text-1313

This manuscript informs educators about the importance of recognizing diversity and increasing mutual respect and acceptance of differences. Strategies to encourage mutual respect and acceptance are discussed. Also addressed in this manuscript are some reasons why respect and acceptance often don't occur and some tools to correct disrespect in the university classroom. [R2R7073c]

2-text-1313

The use of computers and technology has drastically changed how students learn, submit assignments, and participate during classes. A new emerging technology that has potential in an educational sense is the tablet PC. The tablet PC has similar functions as a laptop or computer but with the added benefit of a touch screen that responds to a stylus or finger. This technology has many implications for how students learn in the domains of Science, Technology, Engineering, and Math (STEM). This manuscript describes differences in instructor and student use as well as practices specifically relating to STEM domains. Some negative aspects are mentioned and a final section relating to the need for more research is included. [S2K6116g]

3-text-1313

This manuscript provided two different aspects of tablet PC use in the domains of science, technology, engineering, and math. First discussed was instructor use of tablet PCs as presentation, grading, and instruction tools. Second, student's use of tablet PCs was discussed in detail. Benefits include digital inking, ability to write on presentations, and the ability to work on graphs and problems in a more real manner than traditional laptops. Problems such as the attendance disparity in available research and the need for more research were discussed. [R2K1116n]

4-text-1313

This manuscript observes the usefulness of tablet PCs specifically to the domains of science, technology, engineering, and math (STEM). Student and instructor use is discussed as well as some problems with the use of tablet PCs in the STEM domains. [Q9L6116c]

5-text-1313

Diversity is increasing at the university level and active steps must be taken to encourage mutual respect and acceptance of difference in the university classroom. The purpose of this manuscript is to highlight issues pertaining to diversity as well as fostering mutual respect and acceptance of differences in the university classroom. Strategies to encourage respect and acceptance in the university classroom will be viewed in detail. Examined in this manuscript are some types of diversity that will likely occur in the university classroom including ethnic diversity and two forms of invisible diversity. Tools to combat disrespect are discussed relating to the university classroom as well as tools to preempt disrespect in the university classroom like knowing the names of your students and explicitly stating that intolerance and disrespect are not acceptable in the classroom. [R2S3073j]

6-text-1313

Hypothetical scenario enactments utilize role-playing, simulations, and critical dialogue to experientially explore educational issues and challenges. As a pedagogical strategy, enactments aid novice teachers in gaining communicative and interactional skills for addressing potentially confrontational situations, such as; unexpected instructional or classroom management events regarding student behavior issues (e.g., bullying) and parent-teacher interactions. Enactments, through mock situations that provide a sheltered learning environment, generate situated cognition for tackling tough pedagogical challenges pre-service teachers may face once in the field. [Q9R2028c]

7-text-1313

This manuscript discussed the increasing diversity at the university level and some active steps to take to encourage mutual respect and acceptance of difference in the university classroom. This manuscript highlighted issues pertaining to diversity as well as some tools to foster mutual respect and acceptance of differences in the university classroom. Some tools include respecting students, knowing their names, asking for clarification when confused, and being explicit in the classroom expectations. This manuscript examined some common types of diversity that occur in a university context such as ethnic, cultural, or forms of invisible diversity. Tools to combat disrespect were discussed relating to the college classroom. This manuscript provided the reader with a better understanding of diversity in a university context as well as some tools to encourage mutual respect and acceptance. The reader should feel more comfortable addressing issues of differences and know some tools to combat disrespect in the university classroom. [R2P3073l]

When copying do not type - hand write only.

8-text-1323

The paper first presents related research which highlights effectiveness of the instructional strategy for promoting student learning. Next, instructional benefits of hypothetical scenario enactments on learners' acquisition of knowledge and skills are provided. Then a general overview and guidelines for implementation of the pedagogical strategy are provided, along with detailed examples for application. Additionally, caveats for implementing this instructional strategy are noted and discussed. Lastly, a concluding comment is proffered. [R2R2028i]

9 -text-1313

Experiential learning provided through hypothetical scenario enactments poses learners with authentic and relevant challenges within a sheltered environment in which to explore and acquire effective communicative skills necessary for addressing myriad interactions and interpersonal challenges in future real-life situations. Situated agency emerges through an interactional experiential and decision-making process as learners test and apply their budding skills and gain confidence to take action in unfamiliar situations. [R2R8028n]

10-text-1313

Students who participated in this short-term service-learning experience showed marginally better performance on some academic outcomes, echoing the modest results from other developmental psychology courses [Q9R3035p]. A key finding in this study was the difference between performance on the service-learning reflection paper and the documentary reflection paper. Students who reflected on an experience—either a documentary film or a field experience—and considered how course concepts apply to that experience did better when they had a field experience. [Q9S3035p]

11-text-1313

The present study describes an optional service-learning component in a lifespan developmental psychology course. Because this component is optional, all students otherwise participate in exactly the same course material and complete the same assignments. This allows for clearer and more direct comparison of assignments between students who complete the service-learning element and those who do not. However, even in this context, previous research suggests that any findings are likely to be modest in scope. [R2R3035j]

12-text-1313

Service-learning has many documented non-academic effects on student development, but well controlled studies of academic benefits have been more scarce. This study reports on an optional service-learning component of a lower-level lifespan developmental psychology course; participating and non-participating students receive the same course content and complete the same assignments. As with previous findings, performance on these measures shows very modest positive academic effects of participation in service-learning. [R2R5035e]

WS VISUAL RECOGNITION

PERSONAL PRONOUNS

Function words that substitute for nouns

SUBJECT PRONOUNS (I, you, he, she, it, we, you, they) replace nouns, the subject of their clause. Subject pronouns tell who or what the sentence is about.

OBJECT PRONOUNS (me, you, him, her, it, us, you, them) replace nouns, the direct or indirect object of a clause. Object pronouns receive the action. For additional details, review Chapter One.

1-ws-v-1313

Copy each section. Underline subject pronouns (SP) and circle object pronouns (OP). Then, write total number of SP and OP.

1-text-1313

SP _____ OP _____

2-text-1313

SP _____ OP _____

3-text-1313

SP _____ OP _____

4-text-1313

SP _____ OP _____

5-text-1313

SP _____ OP _____

6-text-1313

SP _____ OP _____

7-text-1313 _____

SP _____ OP _____

8-text-1313 _____

SP _____ OP _____

9-text-1313 _____

SP _____ OP _____

10-text-1313 _____

SP _____ OP _____

11-text-1313 _____

SP _____ OP _____

12-text-1313 _____

SP _____ OP _____

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

The following steps are the same for each glossary:

First, copy words and phrases into two different files in MS Word DOC

Second, arrange alphabetically in a column

Third, add square brackets [] to the right of each word, phrase

Next, inside square brackets [] keep tally of how many times it has appeared in units 1, 2... 7...11, 12...19...23, 24

Then, to the right of [] start writing your simple definition in English.

Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding

CONTENT AND FUNCTION WORDS

CONTENT WORDS a.k.a. form or open class, have meaning. They are words one looks up in a dictionary: nouns, verbs, adjectives, and adverbs.

FUNCTION WORDS a.k.a. structure or closed class, have little or no meaning on their own. They explain or create structural relationships between content words. Function words include pronouns, determiners, conjunctions, and prepositions. For additional details, review Chapter One and Two.

2-ws-v-1313

How many content words (CW) and function words (FW) are in each section?

01-text-1313 CW _____ FW _____

02-text-1313 CW _____ FW _____

03-text-1313 CW _____ FW _____

04-text-1313 CW _____ FW _____

05-text-1313 CW _____ FW _____

06-text-1313 CW _____ FW _____

07-text-1313 CW _____ FW _____

08-text-1313 CW _____ FW _____

09-text-1313 CW _____ FW _____

10-text-1313 CW _____ FW _____

11-text-1313 CW _____ FW _____

12-text-1313 CW _____ FW _____

Handwriting helps to remember words, phrases and content.

UNSCRAMBLE SENTENCE

(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - often a period. Keeping in mind sentence structure, S-V-O, look for a main **verb** separating SUBJECT PART and OBJECT PART.

S (noun or pronoun)
one or more words

V (verb)
one or more words

VERB

SUBJECT PART
(words to the left of verb)

OBJECT PART
(words to the right of verb)

Notice that each PART may have personal pronouns:

SUBJECT PART - I, you, he, she, it, we, you, they

OBJECT PART - me, you, him, her, it, us, you, them

For other sentence structure details review chapter 2 and 1.

3-WS-V-1313

Here are five scrambled sentences. The first three are scrambled sentence phrases. The last two are scrambled sentence words. Text comes from Chapter 2.

1- (6 phrases) digital technologies. become extremely important as the delivery of instruction has The role of technology in a result of the rapid advances in

2- (5 phrases) in the university classroom are viewed in detail. encourage respect Strategies to and acceptance

3- (5 phrases) online instruction. linguistic and affective changes for students learning second languages through Findings indicate positive

4- (9 words) focuses The current writing. advanced study college ESL argumentative on

5- (7 words) class of The favorite with a lasting impact. them the semester left

WS PRACTICE

WHICH IS WHICH

Benchmark (1 of 4) identify section

ABSTRACT

Here are 9 visual features that may identify section to be abstract:

- 1) short, direct sentences prevail
- 2) less independent clauses than any other section
- 3) less different punctuation marks than any other section
- 4) less different function words than any other section
- 5) less different content words than any other section
- 6) present tense used commonly
- 7) past tense in case studies
- 8) active voice used most often
- 9) may include one or more of 12 phrases or its derivatives:

This article provides, This study compares, **This article presents**,
The current study examines, This manuscript identifies, The following,
The present study, This manuscript observes, The aim of this article,
This paper describes, This study analyzes, **The purpose of the study is**

3 Notes

1. phrases in **bold** are similar to the one in CONCLUSION
with one exception - here the verb is in a present tense.
2. For what is NOT in abstract read subsection A-3 in

ABSTRACT at the beginning of this unit, *Know the Basics*

3. The above approach is not absolute rule, but following it
helps to progress to more intricate conventions of
academic writing.

1-ws-p-1313

Using 9 visual features examine whether section is ABSTRACT or not.
When YES circle appropriate # supporting your choice, and place
letter "A" at the end. Otherwise leave it blank. There is an error when
you identified more than four sections as ABSTRACT.

Not sure which to eliminate, leave it as is with a question mark (?).

The next step WHICH IS WHICH INTRODUCTION ought to clarify it.

01-text-1313 # 1 2 3 4 5 6 7 8 9 ____

02-text-1313 # 1 2 3 4 5 6 7 8 9 ____

03-text-1313 # 1 2 3 4 5 6 7 8 9 ____

04-text-1313 # 1 2 3 4 5 6 7 8 9 ____

05-text-1313 # 1 2 3 4 5 6 7 8 9 ____

06-text-1313	#	1	2	3	4	5	6	7	8	9	__
07-text-1313	#	1	2	3	4	5	6	7	8	9	__
08-text-1313	#	1	2	3	4	5	6	7	8	9	__
09-text-1313	#	1	2	3	4	5	6	7	8	9	__
10-text-1313	#	1	2	3	4	5	6	7	8	9	__
11-text-1313	#	1	2	3	4	5	6	7	8	9	__
12-text-1313	#	1	2	3	4	5	6	7	8	9	__

WHICH IS WHICH

Benchmark (2 of 4) identify section

INTRODUCTION

The following 7 visual features may offer clue whether section is INTRODUCTION:

- 1) more independent clauses than abstract
- 2) more different punctuation marks than abstract
- 3) NOT more different content words than abstract
- 4) more different function words than abstract or conclusion

Here are 36 common function words:

a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

- 5) may have first-person pronouns: I or We
- 6) may have future tense
- 7) may outline content using letters, numerals, sequence words or its derivatives (4 examples):
 Begin..... Then..... Finally.....
 First..... Next..... Later.....
 as well as..... concludes.....
 through both..... and.....

3 Notes

1. For additional details see section INTRODUCTION at the beginning of this unit, *Know the Basics*
2. Often INTRODUCTION may have similar "phrases or its derivatives" as ABSTRACT.
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

2-ws-p-1313

Use partially completed listing from the previous step, ABSTRACT. Examine whether section is INTRODUCTION or not by applying 7 visual features, and placing letter "I" at the end.

If there were already entries with "question mark (?)" here is opportunity to correct it. When confusion persists start from the beginning ABSTRACT or go to the next step CONCLUSION.

01-text-1313 # 1 2 3 4 5 6 7 8 9 ____

02-text-1313 # 1 2 3 4 5 6 7 8 9 ____

03-text-1313 # 1 2 3 4 5 6 7 8 9 ____

04-text-1313 # 1 2 3 4 5 6 7 8 9 ____

05-text-1313 # 1 2 3 4 5 6 7 8 9 ____

06-text-1313 # 1 2 3 4 5 6 7 8 9 ____

07-text-1313 # 1 2 3 4 5 6 7 8 9 ____

08-text-1313 # 1 2 3 4 5 6 7 8 9 ____

09-text-1313 # 1 2 3 4 5 6 7 8 9 ____

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WHICH IS WHICH

Benchmark (3 of 4) identify section

CONCLUSION

Identification of CONCLUSION is by default - end result of elimination process.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 Moreover it may include one or more of 18 phrases or its derivatives:

These results suggest, The results of this study, **This manuscript provided**,
 In this paper we argue, **The purpose of this study was**, Findings revealed,
This paper described, This manuscript discussed, **This paper examined**,
 This manuscript detailed, This manuscript provided, This manuscript discussed,
 A key finding in this study was, **This article presented**, Consequently,
 In summation, In summary, In sum

3 Notes

1. Phrases in **bold** are similar to the one in ABSTRACT with one exception - here the verb is in a past tense.
2. For additional details see section CONCLUSION at the beginning of this unit, *Know the Basics*
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-p-1313

Use mostly completed listing from the previous step, INTRODUCTION .
 Examine whether section distribution meets requirement.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 When discrepancy in section distribution (4+4+4) continues
 start from the beginning ABSTRACT or go to the next step TITLE.

01-text-1313	#	1	2	3	4	5	6	7	8	9	__
02-text-1313	#	1	2	3	4	5	6	7	8	9	__
03-text-1313	#	1	2	3	4	5	6	7	8	9	__
04-text-1313	#	1	2	3	4	5	6	7	8	9	__
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EXAMPLE

Education [7] noun - instruction at a school

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*We repeat multiple times because
self-prepared, handwritten GLOSSARY
is indispensable tool
in acquiring new vocabulary.*

WS TEST YOURSELF

WHICH IS WHICH

Benchmark (4 of 4) identify article

TITLE

Here are titles of four articles. Your task is to sort all (abstracts, introductions, conclusions) into 4 articles.

1st title: Academic Outcomes of a Service-Learning Activity

2nd title: Encouraging Respect and Acceptance of Differences

3rd title: Experiential Learning via Scenario Enactments

4th title: Use of Tablet PCs in STEM Domains

Recall section distribution (4-abstracts, 4-introductions, 4-conclusions).

Look for synergy between each section content words and key words in the title as noted in "one or more article key words" subsection

T-1 under TITLE at the beginning of this unit, *Know the Basics*

Then, write out each article. Place section [ID#] at the end of each entry.

1-ws-t-1313

Academic Outcomes of a Service-Learning Activity

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

2-ws-t-1313 Encouraging Respect and Acceptance of Differences

ABSTRACT

INTRODUCTION

CONCLUSION

3-ws-t-1313 Experiential Learning via Scenario Enactments

ABSTRACT

INTRODUCTION

When copying do not type - hand write only.

CONCLUSION

ID#

4-ws-t-1313 Use of Tablet PCs in STEM Domains

ABSTRACT

ID#

INTRODUCTION

ID#

CONCLUSION

ID#

*Please write on a separate sheet of paper.
Handwriting helps to remember words, phrases and content.*

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) TOPIC SENTENCE - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) BODY - details, explains (3 - 5 sentences)
- (3) FINAL THOUGHT - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in a given title

Write 4 separate paragraphs, one for each article - title. Adapt selected content and function words from identified three sections (abstract, introduction, conclusion). Use 5-9 sentences for each paragraph.

- (1) TOPIC SENTENCE write a focus sentence by using one of six phrases from step USEFUL PHRASES- TOPIC SENTENCE in Chapter 2 and/or compose your own phrase by adapting content and function words from ABSTRACT.
- (2) BODY discuss subject your way, use any of 38 function words (7+24+7) explained and listed under FUNCTION WORDS in Chapter 2 and/or compose your own phrase by adapting content and function words from INTRODUCTION.
- (3) FINAL THOUGHT end paragraph with phrase selected from ten available in step USEFUL PHRASES - FINAL THOUGHT in Chapter 2 and/or compose your own phrase by adapting content and function words from CONCLUSION

1-ws-c-1313

Encouraging Respect and Acceptance of Differences

When copying do not type - hand write only.

2-ws-c-1313

Experiential Learning via Scenario Enactments

3-ws-c-1313

Academic Outcomes of a Service-Learning Activity

4-ws-c-1313

Use of Tablet PCs in STEM Domains

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RESEARCH PAPER

seven basic sections

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LITERATURE REVIEW (Background)

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CONCLUSION

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Academic Exchange Quarterly TEXT 12 sections:
4-abstracts, 4- introductions, 4- conclusions; order at random

1-text-1314

The author's experience with post-immersion students, along with recent research, suggests that we reconsider one of the language-learning principles underlying immersion pedagogy: the strong emphasis on using the target language as a tool for communication. Over-emphasizing communication can prevent students from becoming life-long reflective language learners and can sometimes result in a frustrating plateau level of linguistic competence and feelings of anxiety. [O7D8013p]

2-text-1314

This article is founded on the author's own experience and research with students from Canadian French immersion programs who are placed at an intermediary level of second-language competence upon their arrival at university. This experience calls into question one of the language-learning principles underlying immersion pedagogy: the strong emphasis on using the target language as a tool for communication [PSD4013f] The arguments made here do not seek to impose normative linguistic standards on students, but focus rather on identifying the means to equip them emotionally and cognitively for long-term foreign language learning. [PSD4013f]

3-text-1314

This article provides a reflection, as well as some practical ideas, to inspire researchers and teachers to further develop one of the fundamental principles underlying bilingual education programs based on immersion pedagogy. It seeks a means to counterbalance the strong emphasis on the instrumental use of language characteristic of immersion programs, in order to develop students' skills, not only as communicators but also as life-long reflective learners. [N6D5013e]

4-text-1314

In summary, the participants of this study stated that the lack of parental supervision gives teens the opportunity to develop relationships on the internet. Teens seeking relationships on social networking websites and in chat rooms to satisfy their need for relationships often fall victim to internet predators, according to the participants. Improved parental supervision of their teenager's internet activities would be the main support needed to help prevent teen internet sexual assault, but teachers need to be better educated and more cognizant that they may be the best able to recognize any potential dangers. [N6F8035c]

5-text-1314

The purpose of this study is to investigate the perceptions of school teachers and counselors with knowledge of adolescent experiences of sexual assault occurring via the internet to better understand how such experiences may be avoided. After parents, teachers are the most used source of internet safety advice. Therefore, it is important to understand the educator and counselor perspective. [O7E8035c]

6-text-1314

This study explored teacher and counselors' perceptions of how to prevent adolescents from internet sexual predators. Twenty-five teachers and counselors were interviewed, and lack of parental support and access to social networking websites were the primary circumstances leading to teenage internet sexual assault. Teen needs and gratification fostered their encounters with predators on the internet. Participants viewed greater parental supervision as necessary during internet use to limit possible contact with potential predators. Practical suggestions are provided for those working with students. [PSD2035g]

7-text-1314

The debate centered on bilingual education in the United States (U.S.) epitomizes the complexity of issues related to the language that serves as the medium-of-instruction in schools. The monolingual versus bilingual education debate is far from black and white, and the grey areas are filled with criticism that stems from political forces, xenophobic discourses, and societal issues outside of Kindergarten-through-twelfth grade (K-12) classrooms. This paper argues for bilingual education by focusing on the cognitive advantages of bilinguals over monolinguals. We begin by sharing significant findings from research on bilingualism and cognition. Then, we apply the research to K-12 students, classrooms and schools to encourage readers to consider the benefits of bilingual education from a cognitive perspective. Finally, we tie together our contentions and propose new directions for linguistic mediums-of-instruction in U.S. schools. [R2T8073g]

8-text-1314

The ability to identify, clarify, judge, and analyze information has become an essential commodity for students to be involved in an ever expanding global economy. For students considered low achieving, critical thinking skills are areas of deficiency. The current study examines the use of an argument-based inquiry approach to science, called the Science Writing Heuristic, on critical thinking skills. Data suggest that the SWH may contribute to improvements in critical thinking skills for low achieving students. [N6E6079d]

9-text-1314

The Science Writing Heuristic (SWH) approach is designed to involve students in inquiry, argumentation, and experimentation as a means of learning science and improving critical thinking skills. The purpose of this paper was to report the how an emphasis on instruction in science classrooms can benefit the critical thinking abilities of 5th and 6th grade students who are considered low-achievers. The paper outlines some of the research regarding student achievement in science education, critical thinking, and the use of an argument-based inquiry intervention to teaching science. Support was given for the described intervention as a means to teach science concepts and improving critical thinking skills when using various group comparisons. Lastly, concluding comments were proffered. [PSF6079f]

10-text-1314

In this paper, we argue for bilingual education, considering the plethora of cognitive advantages of bilinguals. We address important findings in the area of bilingualism and cognition to ground our stance for bilingual education. In the light of the contentions here, proper bilingual education must be encouraged to foster bilingualism and the corresponding benefits of being bilingual. [S3U7073m]

11-text-1314

In examining the effectiveness of the SWH approach and on a broader scale, argument-based inquiry approaches to science, the authors contend that students come to school with the skills needed to be successful in science argumentation. The ability to reason and negotiate about things outside of science (e.g. toys, music, television, or other things of personal interest) demonstrate the pre-requisite skills needed for purposeful scientific discussion in the classroom setting. The results from this study illustrate that the effects of SWH approach on low-achieving students critical thinking scores was much greater growth than students in traditional science classrooms. In summation, the evidence from this study supports the notion that the SWH may have some influence on improving critical thinking skills for students who are traditionally considered low-achieving. One limitation, while effective for the purposes of this study, the authors note that the identification methods used to categorize students as high or low achieving students could be limited. [O7E6079p]

12-text-1314

The bilingual education debate is far from black and white, and grey areas are filled with criticism stemming from broader societal issues outside of classrooms and schools. Criticism of bilingual education often results from manipulated statistics and misguided examples that disregard important research on bilingualism. In this paper, shares the benefits of bilingualism and argues for bilingual education. [Q9W3073e]

Handwriting helps to remember words, phrases and content.

WS VISUAL RECOGNITION

PERSONAL PRONOUNS

Function words that substitute for nouns

SUBJECT PRONOUNS (**I, you, he, she, it, we, you, they**) replace nouns, the subject of their clause. Subject pronouns tell who or what the sentence is about.

OBJECT PRONOUNS (**me, you, him, her, it, us, you, them**) replace nouns, the direct or indirect object of a clause. Object pronouns receive the action. For additional details, review Chapter One.

1-ws-v-1314

Copy each section. Underline subject pronouns (SP) and circle object pronouns (OP). Then, write total number of SP and OP.

1-text-1314

SP _____ OP _____

2-text-1314

SP _____ OP _____

3-text-1314

SP _____ OP _____

4-text-1314

SP _____ OP _____

5-text-1314

SP _____ OP _____

6-text-1314

SP _____ OP _____

7-text-1314 _____

SP _____ OP _____

8-text-1314 _____

SP _____ OP _____

9-text-1314 _____

SP _____ OP _____

10-text-1314 _____

SP _____ OP _____

11-text-1314 _____

SP _____ OP _____

12-text-1314 _____

SP _____ OP _____

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

The following steps are the same for each glossary:

First, copy words and phrases into two different files in MS Word DOC

Second, arrange alphabetically in a column

Third, add square brackets [] to the right of each word, phrase

Next, inside square brackets [] keep tally of how many times it has appeared in units 1, 2... 7... 11, 12... 19... 23, 24

Then, to the right of [] start writing your simple definition in English.

Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding

CONTENT AND FUNCTION WORDS

CONTENT WORDS a.k.a. form or open class, have meaning. They are words one looks up in a dictionary: nouns, verbs, adjectives, and adverbs.

FUNCTION WORDS a.k.a. structure or closed class, have little or no meaning on their own. They explain or create structural relationships between content words. Function words include pronouns, determiners, conjunctions, and prepositions. For additional details, review Chapter One and Two.

2-ws-v-1314

How many content words (CW) and function words (FW) are in each section?

01-text-1314 CW _____ FW _____

02-text-1314 CW _____ FW _____

03-text-1314 CW _____ FW _____

04-text-1314 CW _____ FW _____

05-text-1314 CW _____ FW _____

06-text-1314 CW _____ FW _____

07-text-1314 CW _____ FW _____

08-text-1314 CW _____ FW _____

09-text-1314 CW _____ FW _____

10-text-1314 CW _____ FW _____

11-text-1314 CW _____ FW _____

12-text-1314 CW _____ FW _____

Handwriting helps to remember words, phrases and content.

UNSCRAMBLE SENTENCE

(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - often a period. Keeping in mind sentence structure, S-V-O, look for a main **verb** separating SUBJECT PART and OBJECT PART.

S (noun or pronoun)
one or more words

V (verb)
one or more words

VERB

SUBJECT PART
(words to the left of verb)

OBJECT PART
(words to the right of verb)

Notice that each PART may have personal pronouns:

SUBJECT PART - I, you, he, she, it, we, you, they

OBJECT PART - me, you, him, her, it, us, you, them

For other sentence structure details review chapter 2 and 1.

3-WS-V-1314

Here are five scrambled sentences. The first three are scrambled sentence phrases. The last two are scrambled sentence words. Text comes from Chapter 2.

1- (4 phrases) regarding science education. student achievement
The paper the research in outlines some of

2- (7 phrases) recent textbooks visual literacy. Many
courses evidence for college writing a concern with

3- (4 phrases) in higher education. Web-based distance
teaching and learning learning is transforming

4- (9 words) instructional The usability on education. of
technology spin put has a new

5- (9 words) comfort The school leave zone.
to project their them forced

WS PRACTICE

WHICH IS WHICH

Benchmark (1 of 4) identify section

ABSTRACT

Here are 9 visual features that may identify section to be abstract:

- 1) short, direct sentences prevail
- 2) less independent clauses than any other section
- 3) less different punctuation marks than any other section
- 4) less different function words than any other section
- 5) less different content words than any other section
- 6) present tense used commonly
- 7) past tense in case studies
- 8) active voice used most often
- 9) may include one or more of 12 phrases or its derivatives:

This article provides, This study compares, **This article presents**,
The current study examines, This manuscript identifies, The following,
The present study, This manuscript observes, The aim of this article,
This paper describes, This study analyzes, **The purpose of the study is**

3 Notes

1. phrases in **bold** are similar to the one in CONCLUSION
with one exception - here the verb is in a present tense.
2. For what is NOT in abstract read subsection A-3 in

ABSTRACT at the beginning of this unit, *Know the Basics*

3. The above approach is not absolute rule, but following it
helps to progress to more intricate conventions of
academic writing.

1-ws-p-1314

Using 9 visual features examine whether section is ABSTRACT or not.
When YES circle appropriate # supporting your choice, and place
letter "A" at the end. Otherwise leave it blank. There is an error when
you identified more than four sections as ABSTRACT.
Not sure which to eliminate, leave it as is with a question mark (?).
The next step WHICH IS WHICH INTRODUCTION ought to clarify it.

01-text-1314 # 1 2 3 4 5 6 7 8 9 ____

02-text-1314 # 1 2 3 4 5 6 7 8 9 ____

03-text-1314 # 1 2 3 4 5 6 7 8 9 ____

04-text-1314 # 1 2 3 4 5 6 7 8 9 ____

05-text-1314 # 1 2 3 4 5 6 7 8 9 ____

06-text-1314	#	1	2	3	4	5	6	7	8	9	__
07-text-1314	#	1	2	3	4	5	6	7	8	9	__
08-text-1314	#	1	2	3	4	5	6	7	8	9	__
09-text-1314	#	1	2	3	4	5	6	7	8	9	__
10-text-1314	#	1	2	3	4	5	6	7	8	9	__
11-text-1314	#	1	2	3	4	5	6	7	8	9	__
12-text-1314	#	1	2	3	4	5	6	7	8	9	__

WHICH IS WHICH

Benchmark (2 of 4) identify section

INTRODUCTION

The following 7 visual features may offer clue whether section is INTRODUCTION:

- 1) more independent clauses than abstract
- 2) more different punctuation marks than abstract
- 3) NOT more different content words than abstract
- 4) more different function words than abstract or conclusion

Here are 36 common function words:

a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

- 5) may have first-person pronouns: I or We
- 6) may have future tense
- 7) may outline content using letters, numerals, sequence words or its derivatives (4 examples):
 Begin..... Then..... Finally.....
 First..... Next..... Later.....
 as well as..... concludes.....
 through both..... and.....

3 Notes

1. For additional details see section INTRODUCTION at the beginning of this unit, *Know the Basics*
2. Often INTRODUCTION may have similar "phrases or its derivatives" as ABSTRACT.
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

2-ws-p-1314

Use partially completed listing from the previous step, ABSTRACT. Examine whether section is INTRODUCTION or not by applying 7 visual features, and placing letter "I" at the end.

If there were already entries with "question mark (?)" here is opportunity to correct it. When confusion persists start from the beginning ABSTRACT or go to the next step CONCLUSION.

01-text-1314 # 1 2 3 4 5 6 7 8 9 ____

02-text-1314 # 1 2 3 4 5 6 7 8 9 ____

03-text-1314 # 1 2 3 4 5 6 7 8 9 ____

04-text-1314 # 1 2 3 4 5 6 7 8 9 ____

05-text-1314 # 1 2 3 4 5 6 7 8 9 ____

06-text-1314 # 1 2 3 4 5 6 7 8 9 ____

07-text-1314 # 1 2 3 4 5 6 7 8 9 ____

08-text-1314 # 1 2 3 4 5 6 7 8 9 ____

09-text-1314 # 1 2 3 4 5 6 7 8 9 ____

10-text-1314 # 1 2 3 4 5 6 7 8 9 ____

11-text-1314 # 1 2 3 4 5 6 7 8 9 ____

12-text-1314 # 1 2 3 4 5 6 7 8 9 ____

Have you created two glossaries of words used in WAAE-W?

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WHICH IS WHICH

Benchmark (3 of 4) identify section

CONCLUSION

Identification of CONCLUSION is by default - end result of elimination process.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 Moreover it may include one or more of 18 phrases or its derivatives:

These results suggest, The results of this study, **This manuscript provided**,
 In this paper we argue, **The purpose of this study was**, Findings revealed,
This paper described, This manuscript discussed, **This paper examined**,
 This manuscript detailed, This manuscript provided, This manuscript discussed,
 A key finding in this study was, **This article presented**, Consequently,
 In summation, In summary, In sum

3 Notes

1. Phrases in **bold** are similar to the one in ABSTRACT with one exception - here the verb is in a past tense.
2. For additional details see section CONCLUSION at the beginning of this unit, *Know the Basics*
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-p-1314

Use mostly completed listing from the previous step, INTRODUCTION .
 Examine whether section distribution meets requirement.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 When discrepancy in section distribution (4+4+4) continues
 start from the beginning ABSTRACT or go to the next step TITLE.

01-text-1314	#	1	2	3	4	5	6	7	8	9	__
02-text-1314	#	1	2	3	4	5	6	7	8	9	__
03-text-1314	#	1	2	3	4	5	6	7	8	9	__
04-text-1314	#	1	2	3	4	5	6	7	8	9	__
05-text-1314	#	1	2	3	4	5	6	7	8	9	__
06-text-1314	#	1	2	3	4	5	6	7	8	9	__
07-text-1314	#	1	2	3	4	5	6	7	8	9	__
08-text-1314	#	1	2	3	4	5	6	7	8	9	__

09-text-1314 # 1 2 3 4 5 6 7 8 9 ____

10-text-1314 # 1 2 3 4 5 6 7 8 9 ____

11-text-1314 # 1 2 3 4 5 6 7 8 9 ____

12-text-1314 # 1 2 3 4 5 6 7 8 9 ____

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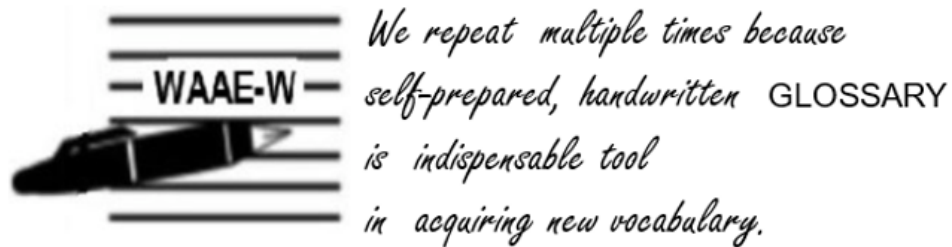
Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding



WS TEST YOURSELF

WHICH IS WHICH

Benchmark (4 of 4) identify article

TITLE

Here are titles of four articles. Your task is to sort all (abstracts, introductions, conclusions) into 4 articles.

1st title: Opening a Path to Bilingualism

2nd title: Ways To Protect Students From Online Predators

3rd title: Improving Critical Thinking with Science Inquiry

4th title: Cognition, Bilingualism and Bilingual Education

Recall section distribution (4-abstracts, 4-introductions, 4-conclusions).

Look for synergy between each section content words and key words in the title as noted in "one or more article key words" subsection

T-1 under TITLE at the beginning of this unit, *Know the Basics*

Then, write out each article. Place section [ID#] at the end of each entry.

1-ws-t-1314 Opening a Path to Bilingualism

ABSTRACT

ID#

INTRODUCTION

ID#

CONCLUSION

_____ ID# _____
2-ws-t-1314 Ways To Protect Students From Online Predators

ABSTRACT

_____ ID# _____

INTRODUCTION

_____ ID# _____

CONCLUSION

_____ ID# _____

3-ws-t-1314 Improving Critical Thinking with Science Inquiry

ABSTRACT

_____ ID# _____

INTRODUCTION

_____ ID# _____

CONCLUSION

ID# _____

4-ws-t-1314 Cognition, Bilingualism and Bilingual Education

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

*Please write on a separate sheet of paper.
Handwriting helps to remember words, phrases and content.*

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) TOPIC SENTENCE - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) BODY - details, explains (3 - 5 sentences)
- (3) FINAL THOUGHT - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in a given title

Write 4 separate paragraphs, one for each article - title. Adapt selected content and function words from identified three sections (abstract, introduction, conclusion). Use 5-9 sentences for each paragraph.

- (1) TOPIC SENTENCE write a focus sentence by using one of six phrases from step USEFUL PHRASES- TOPIC SENTENCE in Chapter 2 and/or compose your own phrase by adapting content and function words from ABSTRACT.
- (2) BODY discuss subject your way, use any of 38 function words (7+24+7) explained and listed under FUNCTION WORDS in Chapter 2 and/or compose your own phrase by adapting content and function words from INTRODUCTION.
- (3) FINAL THOUGHT end paragraph with phrase selected from ten available in step USEFUL PHRASES - FINAL THOUGHT in Chapter 2 and/or compose your own phrase by adapting content and function words from CONCLUSION

1-ws-c-1314

Opening a Path to Bilingualism

When copying do not type - hand write only.

2-ws-c-1314

Ways To Protect Students From Online Predators

3-ws-c-1314

Improving Critical Thinking with Science Inquiry

4-ws-c-1314

Cognition, Bilingualism and Bilingual Education

Handwriting helps to remember words, phrases and content.

Know the Basics

RESEARCH PAPER

seven basic sections

ARTICLE 3000 - 5000 WORDS IN LENGTH

To make article identification easier, we divided each of seven section entries into three or more subsections detailing entry meaning. Seldom, if ever, all subsections are present in one and the same article. **Entries in bold** are covered in this Chapter 3. The remaining entries are to be covered in Chapter 5-6. Moreover all seven sections are revisited thoroughly in Volume 2.

Notice: What follows is not absolute rule but it helps to progress to more intricate conventions of academic writing.

TITLE

- T-1. includes one or more article key words, content words
- T-2. predicts the content of the article without revealing the main conclusions
- T-3. highlights the importance of the research, study
- T-4. is concise
- T-5. may consist of two parts, the main title and a subtitle

ABSTRACT

- A-1. is a stand-alone document, paragraph
- A-2. uses mostly present tense and active voice
- A-3. offers subject matter of the paper in a nutshell
- A-4. provides a broad overview of the paper
- A-5. avoids, does not include:
 - first person (I, me, we)
 - passive verb structure
 - names, acronyms, abbreviations or symbols
 - contractions
 - article or book title
 - evaluative language

INTRODUCTION

- I-1. announces what the article is about**
- I-2. uses more ordinal and cardinal numbers than abstract or conclusion**
- I-3. states aim, reason for writing**
- I-4. explains why the paper is written**
- I-5. includes thesis statement**
- I-6. includes purpose statement**
- I-7. describes significance and scope of the study**
- I-8. sets paper's limits**

LITERATURE REVIEW (Background)

- L-1. relates what others have written about your topic
- L-2. places yours in the context of existing work
- L-3. gives your work a reference point and helps readers see your perspective more clearly

BODY (Discussion)

- D-1. is the longest section of the paper
- D-2. makes the major point or claim that previous sections have led reader to expect
- D-3. includes a thorough and well-supported argument, critique or discussion

CONCLUSION

- C-1. is more detailed (longer) than the abstract**
- C-2. restates the main argument**
- C-3. relates to article objectives posed in Introduction**
- C-4. sums up what article does and does not demonstrate**
- C-6. recommends further research or action**
- C-6. tends to be shorter and more diverse than introduction**
- C-7. suggests limitations and/or ideas for further research**

REFERENCES

- R-1. lists all cited sources
- R-2. allows a reader to identify and retrieve additional details
- R-3. reduces chance of plagiarism
- R-4. is one of few approaches to credit the work of others that influenced your writing. The other two are Bibliography and Works Cited.



Academic Exchange Quarterly TEXT 12 sections:
4-abstracts, 4- introductions, 4- conclusions; order at random

1-text-1315

Through the examination of students' writing assignments, this article suggests that students can and do take assignments as opportunities to discuss what the English acquisition process means to them and to assert their own knowledge. Incorporating studies on EFL and ESL learners and language and power relationships, this article argues that careful examination of students' perspectives of the English language and language proficiency provides an important window through which instructors can explore students' complex learning processes in language courses. [R2U9079h]

2-text-1315

Written assignments are usually given with particular objectives set by the instructors. The instructors' focus tends to be on students' progress toward such objectives, and students are evaluated by such assessment criteria. At the same time, these assignments may also give instructors an insight into students' processes of learning. As discussed in this article, writing assignments may also give an opportunity to explore how EFL students imagine and assess their development of English skills in academic contexts. [Q9T4079n]

3-text-1315

Many colleges and universities in the world emphasize English proficiency as English is becoming an important international language in academia and business. In this article, we examine the ways in which non-native English speakers in an English-medium, liberal arts university in Bangladesh creatively grapple with written assignments. We suggests that students can and do take assignments as opportunities to discuss what the English acquisition process means to them and to assert their own knowledge. [S3U7079a]

4-text-1315

This study compares the results of a questionnaire about anxiety completed by university students of Spanish with a grammar quiz. The results reveal that students who admit to feeling "normal" earned the highest scores. The students proved to be poor predictors of their success, and they admit that subject areas other than foreign languages are more anxiety provoking. The students indicate that what most affected their level of anxiety was often contributed to outside factors (amount of sleep, preparation). While anxiety can affect classroom performance, these effects are less detrimental than previously thought. [N6F2018b]

5-text-1315

Concerning the role of anxiety in the classroom, the results show that while anxiety does have an effect on performance, it does not have such a negative impact as previously thought. The results of this study imply that the emphasis on reducing students' anxiety is unnecessary since the data indicate that there is little difference in performance between a person with a great deal of anxiety and a very relaxed one. The factors that reduced anxiety were often things that were not directly related to the instructor, such as the student's amount of sleep or preparation. These results suggest that educators should focus on making students feel as "normal" as possible, rather than focusing on reducing anxiety. Instructors need to deemphasize the weight of "test days" and instead should seek to make the classroom environment appear as much like a normal class day as possible. By having students who are at ease, instruction will be more successful and enriching. [N6F8018m]

6-text-1315

Anxiety is a common feeling that we all face in our daily lives. From the workplace to our personal relationships, anxiety is a normal part of the human experience. Although of anxiety is inevitable, we can control our reaction during a stressful situation. Anxiety is especially prevalent in academic contexts because students are in an environment in which they will be evaluated. In such situations, many learners feel anxious and believe that this anxiety may adversely affect their performance on a test or exam. However, what effect does anxiety really have in the classroom and on learners? This paper sheds light on the effects of anxiety of learners of Spanish at the university level by comparing students' attitudes toward anxiety with their performance on a class task. [N6F6018h]

7-text-1315

Most students who completed PP believe that this course aided their performance in IPS significantly, and their collective GPA supports their belief. The PP course is addressing a real need in helping students prepare for the demanding IPS. [S3K4073m]

8-text-1315

This paper examines a successful internship program through both the viewpoints of the internship coordinator and the program director. The program examined is in an applied discipline with both technical and managerial components, construction management. It provides a discussion of their current curriculum and course description, the experiential components, and some specific examinations of challenges and opportunities. This may provide a beginning point for dialogue for other faculty members and administrators who are evaluating implementing an internship program as well as those considering updating an existing program. [R2S1019c]

9-text-1315

Few educational opportunities are as immersive and experiential as a discipline-specific internship in a university student's chosen field. Through a well-planned internship, the student is able to transform classroom theory into practical application in an actual work setting with a potential future employer. This paper describes how one program structures this experience. [S3S1019c]

10-text-1315

Internships offer experiential learning opportunities to students preparing to enter myriad applied fields. Internship goals are aligned with the goals of the program, that then work in tandem in two required experiences for students. Internships are required, carry academic credit, and allow enrollment through permission only. Faculty members attempt to visit as many students as practicable within geographic and time constraints. Experiential components begin with the search and preparation for the position, and continue throughout the term, including reflective processes and discussions that relate to the work being completed. Challenges and opportunities were also presented for those considering implementing or updating internship programs. [S3S9019l]

11-text-1315

We structure this report as follows. First, we discuss four serious deficits consistently observed among physics students. Second, we present the structure, method and content of our PP course, as it was developed to meet these specific deficits. Third, we present preliminary data showing that students who took PP did perform better in IPS, Introductory Physics Sequence. Finally, we discuss avenues further improvement of this course. [Q9H7073h]

12-text-1315

Since many incoming science/engineering majors here at Texas A&M University-Kingsville are inadequately prepared for the required introductory physics courses, we introduced a "Preparatory Physics" course in which we teach not only basic physics, but also fundamental skills necessary for success in science. We present here the scope, characteristics, and techniques used in this course, and report some initial successes in preparing students for the physics courses to follow. [Q9L3073d]

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WS VISUAL RECOGNITION

PERSONAL PRONOUNS

Function words that substitute for nouns

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OBJECT PRONOUNS (**me, you, him, her, it, us, you, them**) replace nouns, the direct or indirect object of a clause. Object pronouns receive the action. For additional details, review Chapter One.

1-ws-v-1315

Copy each section. Underline subject pronouns (SP) and circle object pronouns (OP). Then, write total number of SP and OP.

1-text-1315

SP _____ OP _____

2-text-1315

SP _____ OP _____

3-text-1315

SP _____ OP _____

4-text-1315

SP _____ OP _____

5-text-1315

SP _____ OP _____

6-text-1315

SP _____ OP _____

7-text-1315 _____
SP _____ OP _____

8-text-1315 _____
SP _____ OP _____

9-text-1315 _____
SP _____ OP _____

10-text-1315 _____
SP _____ OP _____

11-text-1315 _____
SP _____ OP _____

12-text-1315 _____
SP _____ OP _____

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EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding

CONTENT AND FUNCTION WORDS

CONTENT WORDS a.k.a. form or open class, have meaning. They are words one looks up in a dictionary: nouns, verbs, adjectives, and adverbs.

FUNCTION WORDS a.k.a. structure or closed class, have little or no meaning on their own. They explain or create structural relationships between content words. Function words include pronouns, determiners, conjunctions, and prepositions. For additional details, review Chapter One and Two.

2-ws-v-1315

How many content words (CW) and function words (FW) are in each section?

01-text-1315 CW _____ FW _____

02-text-1315 CW _____ FW _____

03-text-1315 CW _____ FW _____

04-text-1315 CW _____ FW _____

05-text-1315 CW _____ FW _____

06-text-1315 CW _____ FW _____

07-text-1315 CW _____ FW _____

08-text-1315 CW _____ FW _____

09-text-1315 CW _____ FW _____

10-text-1315 CW _____ FW _____

11-text-1315 CW _____ FW _____

12-text-1315 CW _____ FW _____

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UNSCRAMBLE SENTENCE

(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - often a period. Keeping in mind sentence structure, S-V-O, look for a main **verb** separating SUBJECT PART and OBJECT PART.

S (noun or pronoun) one or more words	VERB	V (verb) one or more words
SUBJECT PART (words to the left of verb)		OBJECT PART (words to the right of verb)

Notice that each PART may have personal pronouns:

SUBJECT PART - I, you, he, she, it, we, you, they

OBJECT PART - me, you, him, her, it, us, you, them

For other sentence structure details review chapter 2 and 1.

3-ws-v-1315

Here are five scrambled sentences. The first three are scrambled sentence phrases. The last two are scrambled sentence words. Text comes from Chapter 2.

1- (9 phrases) global economy. The ability to identify, clarify, judge, and expanding analyze information involved in an ever for students to be essential commodity has become an

2- (10 phrases) health services. is used Throughout this article the as they both provide mental term mental psychologist interchangeably with health worker social worker and

3- (7 phrases) suggestion to business projects. The paper ends with practical for implementing these types of school

4- (10 words) communicate article developed. was strives the summer to camp how This

5- (8 words) them Instructional competitive. technology be allowed to more

WS PRACTICE

WHICH IS WHICH

Benchmark (1 of 4) identify section

ABSTRACT

Here are 9 visual features that may identify section to be abstract:

- 1) short, direct sentences prevail
- 2) less independent clauses than any other section
- 3) less different punctuation marks than any other section
- 4) less different function words than any other section
- 5) less different content words than any other section
- 6) present tense used commonly
- 7) past tense in case studies
- 8) active voice used most often
- 9) may include one or more of 12 phrases or its derivatives:

This article provides, This study compares, **This article presents**,
The current study examines, This manuscript identifies, The following,
The present study, This manuscript observes, The aim of this article,
This paper describes, This study analyzes, **The purpose of the study is**

3 Notes

1. phrases in **bold** are similar to the one in CONCLUSION with one exception - here the verb is in a present tense.
2. For what is NOT in abstract read subsection A-3 in

ABSTRACT at the beginning of this unit, *Know the Basics*

3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

1-ws-p-1315

Using 9 visual features examine whether section is ABSTRACT or not. When YES circle appropriate # supporting your choice, and place letter "A" at the end. Otherwise leave it blank. There is an error when you identified more than four sections as ABSTRACT. Not sure which to eliminate, leave it as is with a question mark (?). The next step WHICH IS WHICH INTRODUCTION ought to clarify it.

01-text-1315 # 1 2 3 4 5 6 7 8 9 ____

02-text-1315 # 1 2 3 4 5 6 7 8 9 ____

03-text-1315 # 1 2 3 4 5 6 7 8 9 ____

04-text-1315 # 1 2 3 4 5 6 7 8 9 ____

05-text-1315 # 1 2 3 4 5 6 7 8 9 ____

06-text-1315	#	1	2	3	4	5	6	7	8	9	__
07-text-1315	#	1	2	3	4	5	6	7	8	9	__
08-text-1315	#	1	2	3	4	5	6	7	8	9	__
09-text-1315	#	1	2	3	4	5	6	7	8	9	__
10-text-1315	#	1	2	3	4	5	6	7	8	9	__
11-text-131	#	1	2	3	4	5	6	7	8	9	__
12-text-1315	#	1	2	3	4	5	6	7	8	9	__

WHICH IS WHICH

Benchmark (2 of 4) identify section

INTRODUCTION

The following 7 visual features may offer clue whether section is INTRODUCTION:

- 1) more independent clauses than abstract
- 2) more different punctuation marks than abstract
- 3) NOT more different content words than abstract
- 4) more different function words than abstract or conclusion

Here are 36 common function words:

a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

- 5) may have first-person pronouns: I or We
- 6) may have future tense
- 7) may outline content using letters, numerals, sequence words or its derivatives (4 examples):
 Begin..... Then..... Finally.....
 First..... Next..... Later.....
 as well as..... concludes.....
 through both..... and.....

3 Notes

1. For additional details see section INTRODUCTION at the beginning of this unit, *Know the Basics*
2. Often INTRODUCTION may have similar "phrases or its derivatives" as ABSTRACT.
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

2-ws-p-1313

Use partially completed listing from the previous step, ABSTRACT. Examine whether section is INTRODUCTION or not by applying 7 visual features, and placing letter "I" at the end.

If there were already entries with "question mark (?)" here is opportunity to correct it. When confusion persists start from the beginning ABSTRACT or go to the next step CONCLUSION.

01-text-1315 # 1 2 3 4 5 6 7 8 9 ____

02-text-1315 # 1 2 3 4 5 6 7 8 9 ____

03-text-1315 # 1 2 3 4 5 6 7 8 9 ____

04-text-1315 # 1 2 3 4 5 6 7 8 9 ____

05-text-1315 # 1 2 3 4 5 6 7 8 9 ____

06-text-1315 # 1 2 3 4 5 6 7 8 9 ____

07-text-1315 # 1 2 3 4 5 6 7 8 9 ____

08-text-1315 # 1 2 3 4 5 6 7 8 9 ____

09-text-1315 # 1 2 3 4 5 6 7 8 9 ____

10-text-1315 # 1 2 3 4 5 6 7 8 9 ____

11-text-1315 # 1 2 3 4 5 6 7 8 9 ____

12-text-1315 # 1 2 3 4 5 6 7 8 9 ____

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WHICH IS WHICH

Benchmark (3 of 4) identify section

CONCLUSION

Identification of CONCLUSION is by default - end result of elimination process.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 Moreover it may include one or more of 18 phrases or its derivatives:

These results suggest, The results of this study, **This manuscript provided,**
 In this paper we argue, **The purpose of this study was,** Findings revealed,
This paper described, This manuscript discussed, **This paper examined,**
 This manuscript detailed, This manuscript provided, This manuscript discussed,
 A key finding in this study was, **This article presented,** Consequently,
 In summation, In summary, In sum

3 Notes

1. Phrases in **bold** are similar to the one in ABSTRACT with one exception - here the verb is in a past tense.
2. For additional details see section CONCLUSION at the beginning of this unit, *Know the Basics*
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-p-1315

Use mostly completed listing from the previous step, INTRODUCTION .
 Examine whether section distribution meets requirement.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 When discrepancy in section distribution (4+4+4) continues
 start from the beginning ABSTRACT or go to the next step TITLE.

01-text-1315	#	1	2	3	4	5	6	7	8	9	__
02-text-1315	#	1	2	3	4	5	6	7	8	9	__
03-text-1315	#	1	2	3	4	5	6	7	8	9	__
04-text-1315	#	1	2	3	4	5	6	7	8	9	__
05-text-1315	#	1	2	3	4	5	6	7	8	9	__
06-text-1315	#	1	2	3	4	5	6	7	8	9	__
07-text-1315	#	1	2	3	4	5	6	7	8	9	__

08-text-1315	#	1	2	3	4	5	6	7	8	9	__
09-text-1315	#	1	2	3	4	5	6	7	8	9	__
10-text-1315	#	1	2	3	4	5	6	7	8	9	__
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12-text-1315	#	1	2	3	4	5	6	7	8	9	__

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Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding



*We repeat multiple times because
self-prepared, handwritten GLOSSARY
is indispensable tool
in acquiring new vocabulary.*

WS TEST YOURSELF

WHICH IS WHICH

Benchmark (4 of 4) identify article

TITLE

Here are titles of four articles. Your task is to sort all (abstracts, introductions, conclusions) into 4 articles.

1st title: Internships as Experiential Education

2nd title: Introducing a Preparatory Physics course

3rd title: Anxiety in the Foreign Language Classroom

4th title: EFL Students' Voices in English Assignments

Recall section distribution (4-abstracts, 4-introductions, 4-conclusions).

Look for synergy between each section content words and key words in the title as noted in "one or more article key words" subsection

T-1 under TITLE at the beginning of this unit, *Know the Basics*

Then, write out each article. Place section [ID#] at the end of each entry.

1-ws-t-1315 Internships as Experiential Education

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

2-ws-t-1315 Introducing a Preparatory Physics course

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

3-ws-t-1315 Anxiety in the Foreign Language Classroom

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

4-ws-t-1315 EFL Students' Voices in English Assignments

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

*Please write on a separate sheet of paper.
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WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) TOPIC SENTENCE - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) BODY - details, explains (3 - 5 sentences)
- (3) FINAL THOUGHT - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in a given title

Write 4 separate paragraphs, one for each article - title. Adapt selected content and function words from identified three sections (abstract, introduction, conclusion). Use 5-9 sentences for each paragraph.

- (1) TOPIC SENTENCE write a focus sentence by using one of six phrases from step USEFUL PHRASES- TOPIC SENTENCE in Chapter 2 and/or compose your own phrase by adapting content and function words from ABSTRACT.
- (2) BODY discuss subject your way, use any of 38 function words (7+24+7) explained and listed under FUNCTION WORDS in Chapter 2 and/or compose your own phrase by adapting content and function words from INTRODUCTION.
- (3) FINAL THOUGHT end paragraph with phrase selected from ten available in step USEFUL PHRASES - FINAL THOUGHT in Chapter 2 and/or compose your own phrase by adapting content and function words from CONCLUSION

1-ws-c-1315

Internships as Experiential Education

When copying do not type - hand write only.

2-ws-c-1315

Introducing a Preparatory Physics course

3-ws-c-1315

Anxiety in the Foreign Language Classroom

4-ws-c-1315

EFL Students' Voices in English Assignments

Know the Basics

RESEARCH PAPER

seven basic sections

ARTICLE 3000 - 5000 WORDS IN LENGTH

To make article identification easier, we divided each of seven section entries into three or more subsections detailing entry meaning. Seldom, if ever, all subsections are present in one and the same article. **Entries in bold** are covered in this Chapter 3. The remaining entries are to be covered in Chapter 5-6. Moreover all seven sections are revisited thoroughly in Volume 2.

Notice: What follows is not absolute rule but it helps to progress to more intricate conventions of academic writing.

TITLE

- T-1. includes one or more article key words, content words**
- T-2. predicts the content of the article without revealing the main conclusions**
- T-3. highlights the importance of the research, study**
- T-4. is concise**
- T-5. may consist of two parts, the main title and a subtitle**

ABSTRACT

- A-1. is a stand-alone document, paragraph**
- A-2. uses mostly present tense and active voice**
- A-3. offers subject matter of the paper in a nutshell**
- A-4. provides a broad overview of the paper**
- A-5. avoids, does not include:**
 - first person (I, me, we)
 - passive verb structure
 - names, acronyms, abbreviations or symbols
 - contractions
 - article or book title
 - evaluative language

INTRODUCTION

- I-1. announces what the article is about**
- I-2. uses more ordinal and cardinal numbers than abstract or conclusion**
- I-3. states aim, reason for writing**
- I-4. explains why the paper is written**
- I-5. includes thesis statement**
- I-6. includes purpose statement**
- I-7. describes significance and scope of the study**
- I-8. sets paper's limits**

LITERATURE REVIEW (Background)

- L-1. relates what others have written about your topic
- L-2. places yours in the context of existing work
- L-3. gives your work a reference point and helps readers see your perspective more clearly

BODY (Discussion)

- D-1. is the longest section of the paper
- D-2. makes the major point or claim that previous sections have led reader to expect
- D-3. includes a thorough and well-supported argument, critique or discussion

CONCLUSION

- C-1. is more detailed (longer) than the abstract**
- C-2. restates the main argument**
- C-3. relates to article objectives posed in Introduction**
- C-4. sums up what article does and does not demonstrate**
- C-6. recommends further research or action**
- C-6. tends to be shorter and more diverse than introduction**
- C-7. suggests limitations and/or ideas for further research**

REFERENCES

- R-1. lists all cited sources
- R-2. allows a reader to identify and retrieve additional details
- R-3. reduces chance of plagiarism
- R-4. is one of few approaches to credit the work of others that influenced your writing. The other two are Bibliography and Works Cited.



Academic Exchange Quarterly TEXT 12 sections:
4-abstracts, 4- introductions, 4- conclusions; order at random

1-text-1316

In today's economically challenging times and with limited financial funding to support a variety of competing publicly-funded entities, it is crucial that public libraries understand how to effectively market themselves to their stakeholders and promote their value and importance to the community it serves. A comprehensive marketing plan for the public library is a key to these efforts. This paper described eight critical elements of such a plan, with a focus on the purpose and content of each. With the proper development and implementation of a comprehensive marketing plan based on these eight elements, a public library is one step closer to ensuring its longevity and solidifying its long-term relationship with the community and helping secure ongoing funding sources. [O7D9108n]

2-text-1316

This essay explores the implications that market-based norms, especially commodification of knowledge and rendering students as consumers, have for educational theory and practice. Analysis of prevalent market-derived metaphors that purportedly describe higher education reveals a problematic conception of educational processes and participants. First, treating education as a commodity overlooks the value of intellectual challenge and exploration by reducing knowledge to quantifiable, job-oriented results. Second, configuring students as consumers prioritizes momentary pleasure over rigor and enduring values. Finally, the amoral marketplace contrasts with the ethic of mutual care that lies at the core of responsible citizenry. [S3K7041h]

3-text-1316

"I can't think of anything to write." "The topic is boring." "I'm not sure if I'm doing it right." These are all common excuses students give teachers to avoid participating in classroom writing. Consequently, teachers often view learners as apathetic and uninvolved in writing activities. These statements leave educators asking, "How do I engage my students in writing?" This article explores research-based benefits of authentic and collaborative writing activities, suggests practical strategies for implementing such writing experiences into the classroom, and outlines curricular considerations for teachers to reflect on when implementing authentic and collaborative writing. [S3K9055i]

4-text-1316

When public libraries are faced with budget constraints and cuts, it is critical that they learn how to develop comprehensive marketing plans. Through this review, eight basic components of an effective marketing plan for public libraries are identified in an effort to provide a blueprint for those interested in developing public library marketing plans. [N6D3108b]

5-text-1316

Educators continuously explore ways to engage learners in content area writing as a means to deepen their understanding of content. Teachers can cultivate student engagement by integrating authentic and collaborative writing activities that enable learners to construct new knowledge and examine their previously held beliefs. [R2L9055c]

6-text-1316

This manuscript identifies factors relating to the relatively high attrition rates of science, technology, engineering and math (STEM). A section discussing possible changes to increase retention in these domains is included and discussed in depth. Another section in this manuscript discusses the differential attrition/retention of female students in these domains. It is this manuscript's intention to provide strategies to improve retention and decrease attrition of STEM students in higher education. [PSE6123d]

7-text-1316

Free market fundamentalism poses dangers apart from capitalism per se. Capitalism is not antithetical to values, although it is not coextensive with democracy. The reservations about free market fundamentalism stem as much from its reductionist character as from its chimera of a fair and impartial economic system. As a public service, education attempts to maximize opportunities and fulfill the potential of every student even if such efforts prove inefficient. This ability—indeed, mandate—to transcend the values of efficiency and financial profit-seeking distinguish education from business. [Q9L9041p]

8-text-1316

A public library's marketing plan provides a useful framework for the logical and effective development and aligned organization of market activities designed to allow a public library to utilize its available resources judiciously [N6D3108b] This paper presents three marketing plan models and synthesizes their main elements into a list of eight critical elements of a comprehensive marketing plan for a public library. These eight critical elements—executive summary, mission statement and role statement, marketing audit, marketing strategy, marketing goals, objectives and action strategies, budget, timeline and evaluation are explained in detail. The paper concludes by arguing for the importance of developing a marketing strategy for 21st century public libraries. [PSF4108j]

9-text-1316

This manuscript discussed the higher rate of attrition that seems to accompany STEM majors. Reasons for this included lower entrance criteria, difficulty of courses, and some situational factors. An important untapped pool of STEM students are minorities and women. There needs to be further research to determine how to attract them into these majors as well as how to increase retention. It is obvious from the current available research that the strategies that are beneficial for enticing and retaining white male students will not work for minorities and women in this domain. It is diversity and hard work that often leads to innovation. These fields should embrace and encourage diversity and promote research to make this possible. [N6F3123m]

10-text-1316

Ongoing concerns about budgets and accountability have accelerated tendencies to model education after the values of the free market, prioritizing efficiency and customer satisfaction while treating education itself as a commercial transaction. Adopting this framework frays the moral fabric of education and shortchanges students who are configured as consumers to please rather than characters to build. [R2H3041a]

11-text-1316

This manuscript identifies some possible reasons for the attrition rate of these majors. Subsequently, this manuscript provides some strategies for maintaining participation of students in these highly attritional majors. These strategies, if implemented properly, should both increase retention rates as well as decrease attrition rates of these majors. A differential attrition rate has been specified for women and minorities involved in STEM compared to their male privileged counterparts. This manuscript identifies some potential difficulties of women in these majors and states the need for more research. [N6D7123i]

12-text-1316

Well-developed writing activities provide authentic purposes for writing, motivate learners to write and take part of learning, and help students to plan and structure their writing. Integrating authentic and collaborative writing activities in the classroom enables students to connect their personal experiences to the content, exercise choice, take ownership of their work, and share responsibility with their peers. There are several writing strategies that educators can implement in the classroom that require students to write authentically and collaborate with peers. These strategies can be utilized across grade levels and adaptations can be made for students who struggle with writing. [Q9L3055m]

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1-ws-v-1316

Copy each section. Underline subject pronouns (SP) and circle object pronouns (OP). Then, write total number of SP and OP.

1-text-1316

SP _____ OP _____

2-text-1316

SP _____ OP _____

3-text-1316

SP _____ OP _____

4-text-1316

SP _____ OP _____

5-text-1316

SP _____ OP _____

6-text-1316

SP _____ OP _____

7-text-1316	_____	_____
	SP _____	OP _____
8-text-1316	_____	_____
	SP _____	OP _____
9-text-1316	_____	_____
	SP _____	OP _____
10-text-1316	_____	_____
	SP _____	OP _____
11-text-1316	_____	_____
	SP _____	OP _____
12-text-1316	_____	_____
	SP _____	OP _____

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EXAMPLE

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CONTENT AND FUNCTION WORDS

CONTENT WORDS a.k.a. form or open class, have meaning. They are words one looks up in a dictionary: nouns, verbs, adjectives, and adverbs.

FUNCTION WORDS a.k.a. structure or closed class, have little or no meaning on their own. They explain or create structural relationships between content words. Function words include pronouns, determiners, conjunctions, and prepositions. For additional details, review Chapter One and Two.

2-ws-v-1316

How many content words (CW) and function words (FW) are in each section?

01-text-1316 CW _____ FW _____

02-text-1316 CW _____ FW _____

03-text-1316 CW _____ FW _____

04-text-1316 CW _____ FW _____

05-text-1316 CW _____ FW _____

06-text-1316 CW _____ FW _____

07-text-1316 CW _____ FW _____

08-text-1316 CW _____ FW _____

09-text-1316 CW _____ FW _____

10-text-1316 CW _____ FW _____

11-text-1316 CW _____ FW _____

12-text-1316 CW _____ FW _____

Handwriting helps to remember words, phrases and content.

UNSCRAMBLE SENTENCE

(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - often a period. Keeping in mind sentence structure, S-V-O, look for a main **verb** separating SUBJECT PART and OBJECT PART.

S (noun or pronoun)
one or more words

V (verb)
one or more words

VERB

SUBJECT PART
(words to the left of verb)

OBJECT PART
(words to the right of verb)

Notice that each PART may have personal pronouns:

SUBJECT PART - I, you, he, she, it, we, you, they

OBJECT PART - me, you, him, her, it, us, you, them

For other sentence structure details review chapter 2 and 1.

3-WS-V-1316

Here are five scrambled sentences. The first three are scrambled sentence phrases. The last two are scrambled sentence words. Text comes from Chapter 2.

1- (7 phrases) business organization. age marks not Our post-industrial
only the end of the heyday of of a distinctive kind of but the emergence
the industrial era,

2- (7 phrases) the program director. through both the viewpoints This paper
examines a successful of the internship coordinator internship program
and

3- (7 phrases) classroom experience. provides students Service-learning
of a traditional on a level that involves them with hands-on experience

4- (8 words) discussed. encourage Strategies to
mutual and respect are acceptance

5- (8 words) proved success. predictors of poor
The students to be their

WS PRACTICE

WHICH IS WHICH

Benchmark (1 of 4) identify section

ABSTRACT

Here are 9 visual features that may identify section to be abstract:

- 1) short, direct sentences prevail
- 2) less independent clauses than any other section
- 3) less different punctuation marks than any other section
- 4) less different function words than any other section
- 5) less different content words than any other section
- 6) present tense used commonly
- 7) past tense in case studies
- 8) active voice used most often
- 9) may include one or more of 12 phrases or its derivatives:

This article provides, This study compares, **This article presents**,
The current study examines, This manuscript identifies, The following,
The present study, This manuscript observes, The aim of this article,
This paper describes, This study analyzes, **The purpose of the study is**

3 Notes

1. phrases in **bold** are similar to the one in CONCLUSION with one exception - here the verb is in a present tense.
2. For what is NOT in abstract read subsection A-3 in

ABSTRACT at the beginning of this unit, *Know the Basics*

3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

1-ws-p-1316

Using 9 visual features examine whether section is ABSTRACT or not. When YES circle appropriate # supporting your choice, and place letter "A" at the end. Otherwise leave it blank. There is an error when you identified more than four sections as ABSTRACT. Not sure which to eliminate, leave it as is with a question mark (?). The next step WHICH IS WHICH INTRODUCTION ought to clarify it.

01-text-1316 # 1 2 3 4 5 6 7 8 9 ____

02-text-1316 # 1 2 3 4 5 6 7 8 9 ____

03-text-1316 # 1 2 3 4 5 6 7 8 9 ____

04-text-1316 # 1 2 3 4 5 6 7 8 9 ____

05-text-1316 # 1 2 3 4 5 6 7 8 9 ____

06-text-1316	#	1	2	3	4	5	6	7	8	9	__
07-text-1316	#	1	2	3	4	5	6	7	8	9	__
08-text-1316	#	1	2	3	4	5	6	7	8	9	__
09-text-1316	#	1	2	3	4	5	6	7	8	9	__
10-text-1316	#	1	2	3	4	5	6	7	8	9	__
11-text-1316	#	1	2	3	4	5	6	7	8	9	__
12-text-1316	#	1	2	3	4	5	6	7	8	9	__

WHICH IS WHICH

Benchmark (2 of 4) identify section

INTRODUCTION

The following 7 visual features may offer clue whether section is INTRODUCTION:

- 1) more independent clauses than abstract
- 2) more different punctuation marks than abstract
- 3) NOT more different content words than abstract
- 4) more different function words than abstract or conclusion
Here are 36 common function words:
a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.
- 5) may have first-person pronouns: I or We
- 6) may have future tense
- 7) may outline content using letters, numerals, sequence words or its derivatives (4 examples):
Begin..... Then..... Finally.....
First..... Next..... Later.....
as well as..... concludes.....
through both..... and.....

3 Notes

1. For additional details see section INTRODUCTION at the beginning of this unit, *Know the Basics*
2. Often INTRODUCTION may have similar "phrases or its derivatives" as ABSTRACT.
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

2-ws-p-1316

Use partially completed listing from the previous step, ABSTRACT. Examine whether section is INTRODUCTION or not by applying 7 visual features, and placing letter "I" at the end.

If there were already entries with "question mark (?)" here is opportunity to correct it. When confusion persists start from the beginning ABSTRACT or go to the next step CONCLUSION.

01-text-1316 # 1 2 3 4 5 6 7 8 9 ____

02-text-1316 # 1 2 3 4 5 6 7 8 9 ____

03-text-1316 # 1 2 3 4 5 6 7 8 9 ____

04-text-1316 # 1 2 3 4 5 6 7 8 9 ____

05-text-1316 # 1 2 3 4 5 6 7 8 9 ____

06-text-1316 # 1 2 3 4 5 6 7 8 9 ____

07-text-1316 # 1 2 3 4 5 6 7 8 9 ____

08-text-1316 # 1 2 3 4 5 6 7 8 9 ____

09-text-1316 # 1 2 3 4 5 6 7 8 9 ____

10-text-1316 # 1 2 3 4 5 6 7 8 9 ____

11-text-1316 # 1 2 3 4 5 6 7 8 9 ____

12-text-1316 # 1 2 3 4 5 6 7 8 9 ____

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

WHICH IS WHICH

Benchmark (3 of 4) identify section

CONCLUSION

Identification of CONCLUSION is by default - end result of elimination process.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 Moreover it may include one or more of 18 phrases or its derivatives:

These results suggest, The results of this study, **This manuscript provided**,
 In this paper we argue, **The purpose of this study was**, Findings revealed,
This paper described, This manuscript discussed, **This paper examined**,
 This manuscript detailed, This manuscript provided, This manuscript discussed,
 A key finding in this study was, **This article presented**, Consequently,
 In summation, In summary, In sum

3 Notes

1. Phrases in **bold** are similar to the one in ABSTRACT with one exception - here the verb is in a past tense.
2. For additional details see section CONCLUSION at the beginning of this unit, *Know the Basics*
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-p-1316

Use mostly completed listing from the previous step, INTRODUCTION .
 Examine whether section distribution meets requirement.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 When discrepancy in section distribution (4+4+4) continues
 start from the beginning ABSTRACT or go to the next step TITLE.

01-text-1316	#	1	2	3	4	5	6	7	8	9	__
02-text-1316	#	1	2	3	4	5	6	7	8	9	__
03-text-1316	#	1	2	3	4	5	6	7	8	9	__
04-text-1316	#	1	2	3	4	5	6	7	8	9	__
05-text-1316	#	1	2	3	4	5	6	7	8	9	__
06-text-1316	#	1	2	3	4	5	6	7	8	9	__
07-text-1316	#	1	2	3	4	5	6	7	8	9	__

08-text-1316	#	1	2	3	4	5	6	7	8	9	__
09-text-1316	#	1	2	3	4	5	6	7	8	9	__
10-text-1316	#	1	2	3	4	5	6	7	8	9	__
11-text-1316	#	1	2	3	4	5	6	7	8	9	__
12-text-1316	#	1	2	3	4	5	6	7	8	9	__

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

The following steps are the same for each glossary:

First, copy words and phrases into two different files in MS Word DOC

Second, arrange alphabetically in a column

Third, add square brackets [] to the right of each word, phrase

Next, inside square brackets [] keep tally of how many times it has appeared in units 1, 2... 7... 11, 12... 19... 23, 24

Then, to the right of [] start writing your simple definition in English.

Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding



*We repeat multiple times because
self-prepared, handwritten GLOSSARY
is indispensable tool
in acquiring new vocabulary.*

WS TEST YOURSELF

WHICH IS WHICH

Benchmark (4 of 4) identify article

TITLE

Here are titles of four articles. Your task is to sort all (abstracts, introductions, conclusions) into 4 articles.

1st title: Consequences of Commodifying Education

2nd title: Increasing Student Retention in STEM

3rd title: Authentic and Collaborative Writing Strategies

4th title: Essentials of a Public Library Marketing Plan

Recall section distribution (4-abstracts, 4-introductions, 4-conclusions).

Look for synergy between each section content words and key words in the title as noted in "one or more article key words" subsection

T-1 under TITLE at the beginning of this unit, *Know the Basics*

Then, write out each article. Place section [ID#] at the end of each entry.

1-ws-t-1316

Consequences of Commodifying Education

ABSTRACT

ID#

INTRODUCTION

ID#

CONCLUSION

ID#

2-ws-t-1316 Increasing Student Retention in STEM

ABSTRACT

INTRODUCTION

CONCLUSION

3-ws-t-1316 Authentic and Collaborative Writing Strategies

ABSTRACT

INTRODUCTION

When copying do not type - hand write only.

CONCLUSION

ID# _____

4-ws-t-1316 Essentials of a Public Library Marketing Plan

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

*Please write on a separate sheet of paper.
Handwriting helps to remember words, phrases and content.*

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) TOPIC SENTENCE - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) BODY - details, explains (3 - 5 sentences)
- (3) FINAL THOUGHT - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in a given title

Write 4 separate paragraphs, one for each article - title. Adapt selected content and function words from identified three sections (abstract, introduction, conclusion). Use 5-9 sentences for each paragraph.

- (1) TOPIC SENTENCE write a focus sentence by using one of six phrases from step USEFUL PHRASES- TOPIC SENTENCE in Chapter 2 and/or compose your own phrase by adapting content and function words from ABSTRACT.
- (2) BODY discuss subject your way, use any of 38 function words (7+24+7) explained and listed under FUNCTION WORDS in Chapter 2 and/or compose your own phrase by adapting content and function words from INTRODUCTION.
- (3) FINAL THOUGHT end paragraph with phrase selected from ten available in step USEFUL PHRASES - FINAL THOUGHT in Chapter 2 and/or compose your own phrase by adapting content and function words from CONCLUSION

1-ws-c-1316

Consequences of Commodifying Education

When copying do not type - hand write only.

2-ws-c-1316

Increasing Student Retention in STEM

3-ws-c-1316

Authentic and Collaborative Writing Strategies

4-ws-c-1316

Essentials of a Public Library Marketing Plan

Know the Basics

RESEARCH PAPER

seven basic sections

ARTICLE 3000 - 5000 WORDS IN LENGTH

To make article identification easier, we divided each of seven section entries into three or more subsections detailing entry meaning. Seldom, if ever, all subsections are present in one and the same article. **Entries in bold** are covered in this Chapter 3. The remaining entries are to be covered in Chapter 5-6. Moreover all seven sections are revisited thoroughly in Volume 2.

Notice: What follows is not absolute rule but it helps to progress to more intricate conventions of academic writing.

TITLE

- T-1. includes one or more article key words, content words**
- T-2. predicts the content of the article without revealing the main conclusions**
- T-3. highlights the importance of the research, study**
- T-4. is concise**
- T-5. may consist of two parts, the main title and a subtitle**

ABSTRACT

- A-1. is a stand-alone document, paragraph**
- A-2. uses mostly present tense and active voice**
- A-3. offers subject matter of the paper in a nutshell**
- A-4. provides a broad overview of the paper**
- A-5. avoids, does not include:**
 - first person (I, me, we)
 - passive verb structure
 - names, acronyms, abbreviations or symbols
 - contractions
 - article or book title
 - evaluative language

INTRODUCTION

- I-1. announces what the article is about**
- I-2. uses more ordinal and cardinal numbers than abstract or conclusion**
- I-3. states aim, reason for writing**
- I-4. explains why the paper is written**
- I-5. includes thesis statement**
- I-6. includes purpose statement**
- I-7. describes significance and scope of the study**
- I-8. sets paper's limits**

LITERATURE REVIEW (Background)

- L-1. relates what others have written about your topic
- L-2. places yours in the context of existing work
- L-3. gives your work a reference point and helps readers see your perspective more clearly

BODY (Discussion)

- D-1. is the longest section of the paper
- D-2. makes the major point or claim that previous sections have led reader to expect
- D-3. includes a thorough and well-supported argument, critique or discussion

CONCLUSION

- C-1. is more detailed (longer) than the abstract**
- C-2. restates the main argument**
- C-3. relates to article objectives posed in Introduction**
- C-4. sums up what article does and does not demonstrate**
- C-6. recommends further research or action**
- C-6. tends to be shorter and more diverse than introduction**
- C-7. suggests limitations and/or ideas for further research**

REFERENCES

- R-1. lists all cited sources
- R-2. allows a reader to identify and retrieve additional details
- R-3. reduces chance of plagiarism
- R-4. is one of few approaches to credit the work of others that influenced your writing. The other two are Bibliography and Works Cited.



Academic Exchange Quarterly TEXT 12 sections:
4-abstracts, 4- introductions, 4- conclusions; order at random

1-text-1317

The results of this study indicate that early childhood teachers who take the time to integrate music and movement activities optimize possibilities for increased academic learning time. Integrating music and movement activities is easy, inexpensive, and fun. The action research design of this study limits generalizability; however, future research could use an experimental design to investigate the effects of music and movement on student achievement, classroom environments, teacher efficacy, or similar constructs in early childhood education. [S3W3005m]

2-text-1317

With increased demands for online courses, instructors are challenged to facilitate discussions that promote critical thinking and mastery of content. Synchronous and asynchronous discussion forums are used to create a Community of Inquiry across four respective disciplines and areas: English as a Second Language, Teacher Education, Industrial Technology, and Human Resource Development . Understanding the benefits and limitations of each forum and their applications allows instructors to facilitate quality online discussions that foster development of social, cognitive and teaching presence. [S3P2052c]

3-text-1317

The use of wikis within online courses has started to accrue some data on its efficacy. Detailed in this manuscript is a description of wikis, both positive and negative aspects of wikis use in education, students' responses to wiki's use. Both positive aspects and negative aspects are discussed for their implication on online education. [S3H1103c]

4-text-1317

Young children need to be physically and cognitively active to learn well. Integrating music and movement produced positive results for two focus first-grade students and their teacher reported that all students refocused and engaged actively in group lessons and individual work. [Q9W3005e]

5-text-1317

This study investigates the effects that music and movement activities have on creating a better learning state for attention and engagement among first graders. An action research design allowed investigation of the following question: To what extent do music and physical movement activities increase attention and engagement in first grade students? Early childhood educators can optimize possibilities for increased academic engagement through the integration of music and movement activities. [R2W5005h]

6-text-1317

The 21st century is characterized by new methods of communication, which have moved from letter writing to emails, texts, and social networking, which are inherent to U.S. college students. Virtual learning environments (VLEs) move from instructor-driven to learner-customized environments through Web 2.0-based Internet platforms... New technologies offer educators a variety of asynchronous and synchronous approaches; however, limited literature describes ways forums are used to develop a community of inquiry (COI) incorporating social, cognitive and teaching presence necessary for higher order thinking and learning [Q9P5052j]. The purpose of this article is to explore limitations, benefits and applications of online discussion forums that provided different opportunities for developing a COI across four respective disciplines and areas: English as a Second Language (ESL), Teacher Education, Industrial Technology, and Human Resource Development (HRD). [Q9P5052j]

7-text-1317

Through the use of discourse analysis of a father and child reading together in comparison to analysis of a mother and child reading together, we identify valuable interactions that occur between a father and child during shared storybook reading. Consequently, we discuss the importance of both parents in a child's early literacy development while highlighting specific, beneficial characteristics of a father reading with his child. Although our results are limited to a small sample size, they do address the effectiveness of father-child shared reading, and we maintain that future research continues to map out these effects. [S3W3114m]

8-text-1317

Today's technology provides instructors with a variety of platforms to use to create a COI. When making a decision about the appropriateness of a forum, consider the following five recommendations: (1) Choose forums that foster a COI. (2) Train students and ensure they have the technology necessary for the platform. (3) Multiple forums may be appropriate for one course. (4) Consider advantages and disadvantages of forum. (5) Keep high expectations and a strong teacher presence to ensure meeting learning outcomes. [Q9R2052m]

9-text-1317

Many families in the United States include reading a story as part of the bedtime ritual. The majority of studies on parental involvement in children's early literacy development have focused on the interactions between mothers and their children. The study of fathers' involvement in children's development has been neglected. There is a call for more research to define father and family involvement more precisely in children's early literacy activities. [Q9U8114c]

10-text-1317

To better understand how fathers can be involved, this study examined the interaction between a father-daughter pair during shared storybook reading through discourse analysis to gain a better understanding of 1) How does a father interact with his daughter during shared storybook reading? 2) How does the father facilitate verbal interaction during shared storybook reading? 3) How does the shared storybook reading influence the nature of father-daughter interaction? [R2T3114k]

11-text-1317

This manuscript detailed wiki systems and some functions in general as well as some specific uses for online education. After the general description, a section on the positive aspects of wikis discussed wiki's ability to aid in collaboration regardless of geographic location, help with group dynamics, storage, time and date stamping, and increased accountability of the students for their own education. A description of negative aspects followed the positive section. The negative aspects detailed some difficulties with wiki's implementation or functionality. Some of these negatives included: lack of role diversity, difficulty grading, changing role of the instructor, and ironically impediment of collaboration. After reading this manuscript the reader should better understand wikis and how they can be positively used in online education as well as some barriers to wiki use and integration. [Q9K3103p]

12-text-1317

The tool "wiki" started being integrated into education before there was much empirical evidence about its efficacy in this domain. This manuscript observes the empirical research that has been done within this emerging technology. The description of wikis in this manuscript details some of its features and its functionality. Positive aspects of wikis used in an online educational context are described and discussed as well as negative aspects. Evidence from students' reactions to the use of wiki are then addressed; comparing and contrasting other research to the opinions of the students. [R2H9103g]

*When copying write on a separate sheet of paper.
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WS VISUAL RECOGNITION

PERSONAL PRONOUNS

Function words that substitute for nouns

SUBJECT PRONOUNS (**I, you, he, she, it, we, you, they**) replace nouns, the subject of their clause. Subject pronouns tell who or what the sentence is about.

OBJECT PRONOUNS (**me, you, him, her, it, us, you, them**) replace nouns, the direct or indirect object of a clause. Object pronouns receive the action. For additional details, review Chapter One.

1-ws-v-1317

Copy each section. Underline subject pronouns (SP) and circle object pronouns (OP). Then, write total number of SP and OP.

1-text-1317

SP _____ OP _____

2-text-1317

SP _____ OP _____

3-text-1317

SP _____ OP _____

4-text-1317

SP _____ OP _____

5-text-1317

SP _____ OP _____

6-text-1317

SP _____ OP _____

7-text-1317	_____	_____
	SP _____	OP _____
8-text-1317	_____	_____
	SP _____	OP _____
9-text-1317	_____	_____
	SP _____	OP _____
10-text-1317	_____	_____
	SP _____	OP _____
11-text-1317	_____	_____
	SP _____	OP _____
12-text-1317	_____	_____
	SP _____	OP _____

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

The following steps are the same for each glossary:

First, copy words and phrases into two different files in MS Word DOC

Second, arrange alphabetically in a column

Third, add square brackets [] to the right of each word, phrase

Next, inside square brackets [] keep tally of how many times it has appeared in units 1, 2... 7... 11, 12... 19... 23, 24

Then, to the right of [] start writing your simple definition in English.

Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding

CONTENT AND FUNCTION WORDS

CONTENT WORDS a.k.a. form or open class, have meaning. They are words one looks up in a dictionary: nouns, verbs, adjectives, and adverbs.

FUNCTION WORDS a.k.a. structure or closed class, have little or no meaning on their own. They explain or create structural relationships between content words. Function words include pronouns, determiners, conjunctions, and prepositions. For additional details, review Chapter One and Two.

2-ws-v-1317

How many content words (CW) and function words (FW) are in each section?

01-text-1317 CW _____ FW _____

02-text-1317 CW _____ FW _____

03-text-13137 CW _____ FW _____

04-text-1317 CW _____ FW _____

05-text-1317 CW _____ FW _____

06-text-1317 CW _____ FW _____

07-text-1317 CW _____ FW _____

08-text-1317 CW _____ FW _____

09-text-1317 CW _____ FW _____

10-text-1317 CW _____ FW _____

11-text-1317 CW _____ FW _____

12-text-1317 CW _____ FW _____

Handwriting helps to remember words, phrases and content.

UNSCRAMBLE SENTENCE

(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - often a period. Keeping in mind sentence structure, S-V-O, look for a main **verb** separating SUBJECT PART and OBJECT PART.

S (noun or pronoun) one or more words	VERB	V (verb) one or more words
SUBJECT PART (words to the left of verb)		OBJECT PART (words to the right of verb)

Notice that each PART may have personal pronouns:

SUBJECT PART - I, you, he, she, it, we, you, they

OBJECT PART - me, you, him, her, it, us, you, them

For other sentence structure details review chapter 2 and 1.

3-ws-v-1317

Here are five scrambled sentences. The first three are scrambled sentence phrases. The last two are scrambled sentence words. Text comes from Chapter 2.

1- (8 phrases) experiences. and meaningful the development
presented of appropriate here support service-learning
The results

2- (8 phrases) advocate for public policy. organizations to Our society
relies more more on nonprofit provide critical services and and

3- (7 phrases) development. using manipulative The basic purposes of
materials to aid inquiry strategies them in their involve students

4- (6 words) performance. can Teacher
beliefs student impact

5- (10 words) using authors. were designed approved
by Students the survey surveyed

WS PRACTICE

WHICH IS WHICH

Benchmark (1 of 4) identify section

ABSTRACT

Here are 9 visual features that may identify section to be abstract:

- 1) short, direct sentences prevail
- 2) less independent clauses than any other section
- 3) less different punctuation marks than any other section
- 4) less different function words than any other section
- 5) less different content words than any other section
- 6) present tense used commonly
- 7) past tense in case studies
- 8) active voice used most often
- 9) may include one or more of 12 phrases or its derivatives:

This article provides, This study compares, **This article presents**,
The current study examines, This manuscript identifies, The following,
The present study, This manuscript observes, The aim of this article,
This paper describes, This study analyzes, **The purpose of the study is**

3 Notes

1. phrases in **bold** are similar to the one in CONCLUSION
with one exception - here the verb is in a present tense.
2. For what is NOT in abstract read subsection A-3 in

ABSTRACT at the beginning of this unit, *Know the Basics*

3. The above approach is not absolute rule, but following it
helps to progress to more intricate conventions of
academic writing.

1-ws-p-1317

Using 9 visual features examine whether section is ABSTRACT or not.
When YES circle appropriate # supporting your choice, and place
letter "A" at the end. Otherwise leave it blank. There is an error when
you identified more than four sections as ABSTRACT.
Not sure which to eliminate, leave it as is with a question mark (?).
The next step WHICH IS WHICH INTRODUCTION ought to clarify it.

01-text-1317 # 1 2 3 4 5 6 7 8 9 ____

02-text-1317 # 1 2 3 4 5 6 7 8 9 ____

03-text-1317 # 1 2 3 4 5 6 7 8 9 ____

04-text-1317 # 1 2 3 4 5 6 7 8 9 ____

05-text-1317 # 1 2 3 4 5 6 7 8 9 ____

06-text-1317	#	1	2	3	4	5	6	7	8	9	__
07-text-1317	#	1	2	3	4	5	6	7	8	9	__
08-text-1317	#	1	2	3	4	5	6	7	8	9	__
09-text-1317	#	1	2	3	4	5	6	7	8	9	__
10-text-1317	#	1	2	3	4	5	6	7	8	9	__
11-text-1317	#	1	2	3	4	5	6	7	8	9	__
12-text-1317	#	1	2	3	4	5	6	7	8	9	__

WHICH IS WHICH

Benchmark (2 of 4) identify section

INTRODUCTION

The following 7 visual features may offer clue whether section is INTRODUCTION:

- 1) more independent clauses than abstract
- 2) more different punctuation marks than abstract
- 3) NOT more different content words than abstract
- 4) more different function words than abstract or conclusion
Here are 36 common function words:
a, an, and, as, at, between, but, can, do, for, have, he,
in, is, it, may, more, much, need, no, not, of, on, one, or,
our, that, the, they, to, was, we, when, while, with, without.
- 5) may have first-person pronouns: I or We
- 6) may have future tense
- 7) may outline content using letters, numerals, sequence words or its derivatives (4 examples):
Begin..... Then..... Finally.....
First..... Next..... Later.....
as well as..... concludes.....
through both..... and.....

3 Notes

1. For additional details see section INTRODUCTION at the beginning of this unit, *Know the Basics*
2. Often INTRODUCTION may have similar "phrases or its derivatives" as ABSTRACT.
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

2-ws-p-1317

Use partially completed listing from the previous step, ABSTRACT. Examine whether section is INTRODUCTION or not by applying 7 visual features, and placing letter "I" at the end.

If there were already entries with "question mark (?)" here is opportunity to correct it. When confusion persists start from the beginning ABSTRACT or go to the next step CONCLUSION.

01-text-1317 # 1 2 3 4 5 6 7 8 9 ____

02-text-1317 # 1 2 3 4 5 6 7 8 9 ____

03-text-1317 # 1 2 3 4 5 6 7 8 9 ____

04-text-1317 # 1 2 3 4 5 6 7 8 9 ____

05-text-1317 # 1 2 3 4 5 6 7 8 9 ____

06-text-1317 # 1 2 3 4 5 6 7 8 9 ____

07-text-1317 # 1 2 3 4 5 6 7 8 9 ____

08-text-1317 # 1 2 3 4 5 6 7 8 9 ____

09-text-1317 # 1 2 3 4 5 6 7 8 9 ____

10-text-1317 # 1 2 3 4 5 6 7 8 9 ____

11-text-1317 # 1 2 3 4 5 6 7 8 9 ____

12-text-1317 # 1 2 3 4 5 6 7 8 9 ____

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

WHICH IS WHICH

Benchmark (3 of 4) identify section

CONCLUSION

Identification of CONCLUSION is by default - end result of elimination process.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 Moreover it may include one or more of 18 phrases or its derivatives:

These results suggest, The results of this study, **This manuscript provided**,
 In this paper we argue, **The purpose of this study was**, Findings revealed,
This paper described, This manuscript discussed, **This paper examined**,
 This manuscript detailed, This manuscript provided, This manuscript discussed,
 A key finding in this study was, **This article presented**, Consequently,
 In summation, In summary, In sum

3 Notes

1. Phrases in **bold** are similar to the one in ABSTRACT with one exception - here the verb is in a past tense.
2. For additional details see section CONCLUSION at the beginning of this unit, *Know the Basics*
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-p-1317

Use mostly completed listing from the previous step, INTRODUCTION .
 Examine whether section distribution meets requirement.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 When discrepancy in section distribution (4+4+4) continues
 start from the beginning ABSTRACT or go to the next step TITLE.

01-text-1317	#	1	2	3	4	5	6	7	8	9	__
02-text-1317	#	1	2	3	4	5	6	7	8	9	__
03-text-1317	#	1	2	3	4	5	6	7	8	9	__
04-text-1317	#	1	2	3	4	5	6	7	8	9	__
05-text-1317	#	1	2	3	4	5	6	7	8	9	__
06-text-1317	#	1	2	3	4	5	6	7	8	9	__
07-text-1317	#	1	2	3	4	5	6	7	8	9	__

08-text-1317 # 1 2 3 4 5 6 7 8 9 _

09-text-1317 # 1 2 3 4 5 6 7 8 9 _

10-text-1317 # 1 2 3 4 5 6 7 8 9 _

11-text-1317 # 1 2 3 4 5 6 7 8 9 _

12-text-1317 # 1 2 3 4 5 6 7 8 9 _

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

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The following steps are the same for each glossary:

First, copy words and phrases into two different files in MS Word DOC

Second, arrange alphabetically in a column

Third, add square brackets [] to the right of each word, phrase

Next, inside square brackets [] keep tally of how many times it has appeared in units 1, 2... 7... 11, 12... 19... 23, 24

Then, to the right of [] start writing your simple definition in English.

Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding



*We repeat multiple times because
self-prepared, handwritten GLOSSARY
is indispensable tool
in acquiring new vocabulary.*

WS TEST YOURSELF

WHICH IS WHICH

Benchmark (4 of 4) identify article

TITLE

Here are titles of four articles. Your task is to sort all (abstracts, introductions, conclusions) into 4 articles.

1st title: Increasing Engagement through Music and Movement

2nd title: Fostering Presence in Online Discussions

3rd title: Father-daughter Interaction in Shared Reading

4th title: The Use of Wikis in Online Education

Recall section distribution (4-abstracts, 4-introductions, 4-conclusions).

Look for synergy between each section content words and key words in the title as noted in "one or more article key words" subsection

T-1 under TITLE at the beginning of this unit, *Know the Basics*

Then, write out each article. Place section [ID#] at the end of each entry.

1-ws-t-1317

Increasing Engagement through Music and Movement

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

2-ws-t-1317 Fostering Presence in Online Discussions

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

3-ws-t-1317 Father-daughter Interaction in Shared Reading

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

When copying do not type - hand write only.

CONCLUSION

ID# _____

4-ws-t-1317 The Use of Wikis in Online Education

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

*Please write on a separate sheet of paper.
Handwriting helps to remember words, phrases and content.*

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) TOPIC SENTENCE - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) BODY - details, explains (3 - 5 sentences)
- (3) FINAL THOUGHT - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in a given title

Write 4 separate paragraphs, one for each article - title. Adapt selected content and function words from identified three sections (abstract, introduction, conclusion). Use 5-9 sentences for each paragraph.

- (1) TOPIC SENTENCE write a focus sentence by using one of six phrases from step USEFUL PHRASES- TOPIC SENTENCE in Chapter 2 and/or compose your own phrase by adapting content and function words from ABSTRACT.
- (2) BODY discuss subject your way, use any of 38 function words (7+24+7) explained and listed under FUNCTION WORDS in Chapter 2 and/or compose your own phrase by adapting content and function words from INTRODUCTION.
- (3) FINAL THOUGHT end paragraph with phrase selected from ten available in step USEFUL PHRASES - FINAL THOUGHT in Chapter 2 and/or compose your own phrase by adapting content and function words from CONCLUSION

1-ws-c-1317

Increasing Engagement through Music and Movement

When copying do not type - hand write only.

2-ws-c-1317

Fostering Presence in Online Discussions

3-ws-c-1317

Father-daughter Interaction in Shared Reading

4-ws-c-1317

The Use of Wikis in Online Education

Know the Basics

RESEARCH PAPER

seven basic sections

ARTICLE 3000 - 5000 WORDS IN LENGTH

To make article identification easier, we divided each of seven section entries into three or more subsections detailing entry meaning. Seldom, if ever, all subsections are present in one and the same article. **Entries in bold** are covered in this Chapter 3. The remaining entries are to be covered in Chapter 5-6. Moreover all seven sections are revisited thoroughly in Volume 2.

Notice: What follows is not absolute rule but it helps to progress to more intricate conventions of academic writing.

TITLE

- T-1. includes one or more article key words, content words**
- T-2. predicts the content of the article without revealing the main conclusions**
- T-3. highlights the importance of the research, study**
- T-4. is concise**
- T-5. may consist of two parts, the main title and a subtitle**

ABSTRACT

- A-1. is a stand-alone document, paragraph**
- A-2. uses mostly present tense and active voice**
- A-3. offers subject matter of the paper in a nutshell**
- A-4. provides a broad overview of the paper**
- A-5. avoids, does not include:**
 - first person (I, me, we)
 - passive verb structure
 - names, acronyms, abbreviations or symbols
 - contractions
 - article or book title
 - evaluative language

INTRODUCTION

- I-1. announces what the article is about**
- I-2. uses more ordinal and cardinal numbers than abstract or conclusion**
- I-3. states aim, reason for writing**
- I-4. explains why the paper is written**
- I-5. includes thesis statement**
- I-6. includes purpose statement**
- I-7. describes significance and scope of the study**
- I-8. sets paper's limits**

LITERATURE REVIEW (Background)

- L-1. relates what others have written about your topic
- L-2. places yours in the context of existing work
- L-3. gives your work a reference point and helps readers see your perspective more clearly

BODY (Discussion)

- D-1. is the longest section of the paper
- D-2. makes the major point or claim that previous sections have led reader to expect
- D-3. includes a thorough and well-supported argument, critique or discussion

CONCLUSION

- C-1. is more detailed (longer) than the abstract**
- C-2. restates the main argument**
- C-3. relates to article objectives posed in Introduction**
- C-4. sums up what article does and does not demonstrate**
- C-6. recommends further research or action**
- C-6. tends to be shorter and more diverse than introduction**
- C-7. suggests limitations and/or ideas for further research**

REFERENCES

- R-1. lists all cited sources
- R-2. allows a reader to identify and retrieve additional details
- R-3. reduces chance of plagiarism
- R-4. is one of few approaches to credit the work of others that influenced your writing. The other two are Bibliography and Works Cited.



Academic Exchange Quarterly TEXT 12 sections:
4-abstracts, 4- introductions, 4- conclusions; order at random

1-text-1318

Teachers' beliefs about teaching mathematics are important for teacher quality, and their beliefs influence the manner in which they teach, the content they teach, and influence teacher-student interactions. Although the literature indicates the stability of beliefs over time and beliefs are found to be difficult to change, it is possible that beliefs are malleable and can be changed through teacher experience in teacher preparation. In this study teacher beliefs can be defined as the combination of beliefs about teaching mathematics, the nature of mathematical knowledge, mathematical confidence and efficacy, and the belief in the degree of student-centered and inquiry-based instruction. [Q9R9109g]

2-text-1318

In this article we provide a case study of three firms' use of a social networking site. Our analysis of both primary and secondary data suggests that firms which capitalized on the two-way communication and relationship building opportunities of social media may accrue greater business value from their efforts than do firms that use these technologies solely as an extension of their existing one-way marketing messages. This study provides a backdrop for class discussions regarding different approaches to social media use by today's firms. Further, this case provides a real-world example of how social media offers a wider range of opportunities for companies to interact with their consumers than do more traditional media such as television or radio. [N6D8134m]

3-text-1318

Student-teacher interactions about grades have implications for student learning. Yet despite the primacy of grades to students' educational experiences, the opportunities for, and benefits of, learning about grading during these interactions have been neglected. Accordingly, the aim of this article is to establish learning about grading as an important learning outcome of student-teacher interactions about grades. [R2L4134e]

4-text-1318

This article demonstrates that previous conceptualizations of learning opportunities for student-teacher interactions about grades have overlooked the utility of learning about grading during these interactions. The benefits of learning about grading may be challenging to facilitate because of the difficulties and negativity that can affect student-teacher interactions about grades. These challenges, however, do not excuse instructors from engaging in all grade conversations. [S3H1134n]

5-text-1318

The purpose of this study was to understand changes in teacher beliefs over the course of an elementary mathematics teaching methods course and to explicate the teacher beliefs. Findings revealed an increase in positive beliefs about teaching mathematics, but there were no differences in participants' beliefs between the three programs. Teacher beliefs included using mathematics in other curriculum areas, mathematics as an active process, and the communication aspects of mathematics as a language. [S3S1109n]

6-text-1318

Business courses that include real-world examples of firms leveraging social networking sites can deepen students' understanding of social media strategies and of how these sites differ from older media. Interestingly, many firms harness these sites for one-way communication with consumers but few capitalize on their ability to foster two-way communication and create relationships with consumers. This article presents a case study of three firms' online forum activities that illustrates both approaches to social media use as background for class discussion. [O7E3134e]

7-text-1318

The purpose of this study is to understand teacher beliefs about teaching mathematics over the course of an elementary mathematics teaching methods course. The participants came from three groups of in-service and preservice teachers in master's degrees programs at a university in [Q9P1109c] Teaching Fellows, Teacher Education Assessment and Management program, and traditional preservice teachers. Findings revealed an increase in positive beliefs about teaching mathematics over the semester, but there were no differences in participants' beliefs between the three programs. [Q9P1109c]

8-text-1318

The article begins with a discussion of the primacy of grades and the challenges to student-teacher interactions about them. Then the benefits of student-teacher interactions in which students learn about grading are described. The intent of this article is to (a) establish the primacy of grades, (b) describe the challenges of student-teacher interactions about grades, and (c) discuss the benefits of learning about grading for students' educational experiences. [Q9H3134f]

*When copying write on a separate sheet of paper.
Handwriting helps to remember words, phrases and content.*

9-text-1318

The purpose of this paper is to highlight the outcomes and recommendations of studies involving depression among individuals over the age of 55 in order to develop a 10-step practical guide for educators and practitioners who are recommending or implementing an exercise program to lower depression among the elderly. This paper also outlines the significant practical benefits that exercise has on depression. It is vital that those working with this population are aware of the current, best-practice exercise activities appropriate for older adults. Older adults should have access and receive programming that primarily focuses on improving the person's overall quality of life, not exclusively their physical health. Exercise is a proven, inexpensive, and effective method to obtain lowered perceived depression levels as well as increase self-efficacy for participants in other activities. [PSD6102g]

10-text-1318

In this article we present a case study of three different hotel companies and their participation in Flyertalk.com, an online consumer community of frequent travelers. Using primary data gathered via a survey of [PSF4134h] members and secondary data collected from forum posts, we provide examples of firms using social media both for one-way and two-way communication with consumers and present forum members' perceptions of these efforts. Our results may be used to guide class discussions about social networking strategies for business value and the meaningful differences between social and traditional media. [PSF4134h]

11-text-1318

In summary, a comprehensive review of the literature suggests that exercise can be an effective method of not only providing physical benefits, but also serves to alleviate depression for participating older adults (throw in a couple of the references above). Thus, considering the ever increasing Baby Boomer population in the United States we recommend that more organizations treating or providing programs for depressed individuals include exercise as a permanent feature of programming. However, before doing so it is important that administration, staff, and volunteers should be properly educated on the benefits of participating in such programs and adhere to the practical guidelines we have provided. [PSE3102k]

12-text-1318

This article provides an overview of research conducted over the past 40 years that addressed the influence of exercise on depression among individuals over the age of 55. The research evaluated includes varying forms of exercise studies, as exercise testing in aging populations is limited by health status. A total of 25 studies were reviewed that measured depression, and more specifically, 18 were targeted toward the influence of exercise on depression in older adults within a scientific trial. Overall, this article suggests 10 key strategies to reduce or minimize depression in this age group when designing and implementing exercise programs. [N6F6102a]

WS VISUAL RECOGNITION

PERSONAL PRONOUNS

Function words that substitute for nouns

SUBJECT PRONOUNS (I, you, he, she, it, we, you, they) replace nouns, the subject of their clause. Subject pronouns tell who or what the sentence is about.

OBJECT PRONOUNS (me, you, him, her, it, us, you, them) replace nouns, the direct or indirect object of a clause. Object pronouns receive the action. For additional details, review Chapter One.

1-ws-v-1318

Copy each section. Underline subject pronouns (SP) and circle object pronouns (OP). Then, write total number of SP and OP.

1-text-1318

SP _____ OP _____

2-text-1318

SP _____ OP _____

3-text-1318

SP _____ OP _____

4-text-1318

SP _____ OP _____

5-text-1318

SP _____ OP _____

6-text-1318

SP _____ OP _____

7-text-1318 _____

 SP _____ OP _____

8-text-1318 _____

 SP _____ OP _____

9-text-1318 _____

 SP _____ OP _____

10-text-1318 _____

 SP _____ OP _____

11-text-1318 _____

 SP _____ OP _____

12-text-1318 _____

 SP _____ OP _____

Have you created two glossaries of words used in WAAE-W?

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Second, arrange alphabetically in a column

Third, add square brackets [] to the right of each word, phrase

Next, inside square brackets [] keep tally of how many times it has appeared in units 1, 2... 7...11, 12...19...23, 24

Then, to the right of [] start writing your simple definition in English.

Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding

CONTENT AND FUNCTION WORDS

CONTENT WORDS a.k.a. form or open class, have meaning. They are words one looks up in a dictionary: nouns, verbs, adjectives, and adverbs.

FUNCTION WORDS a.k.a. structure or closed class, have little or no meaning on their own. They explain or create structural relationships between content words. Function words include pronouns, determiners, conjunctions, and prepositions. For additional details, review Chapter One and Two.

2-ws-v-1318

How many content words (CW) and function words (FW) are in each section?

01-text-1318 CW _____ FW _____

02-text-1318 CW _____ FW _____

03-text-1318 CW _____ FW _____

04-text-1318 CW _____ FW _____

05-text-1318 CW _____ FW _____

06-text-1318 CW _____ FW _____

07-text-1318 CW _____ FW _____

08-text-1318 CW _____ FW _____

09-text-1318 CW _____ FW _____

10-text-1318 CW _____ FW _____

11-text-1318 CW _____ FW _____

12-text-1318 CW _____ FW _____

Handwriting helps to remember words, phrases and content.

UNSCRAMBLE SENTENCE

(phrases or words)

Remember every sentence **begins** with capital letter and **ends** with punctuation - often a period. Keeping in mind sentence structure, S-V-O, look for a main **verb** separating SUBJECT PART and OBJECT PART.

S (noun or pronoun)
one or more words

V (verb)
one or more words

VERB

SUBJECT PART
(words to the left of verb)

OBJECT PART
(words to the right of verb)

Notice that each PART may have personal pronouns:

SUBJECT PART - I, you, he, she, it, we, you, they

OBJECT PART - me, you, him, her, it, us, you, them

For other sentence structure details review chapter 2 and 1.

3-ws-v-1318

Here are five scrambled sentences. The first three are scrambled sentence phrases. The last two are scrambled sentence words. Text comes from Chapter 2.

1- (10 phrases) knowledge acquisition. inclusion of these projects undergraduate and various levels of between transition through graduate experiences The differences may help them suggest that

2- (7 phrases) learning technologies. tablet initiatives Open-ended assignments are interest in new to gauge student a useful tool in

3- (7 phrases) utilized in Strategies are presented. two graduate at a large, research courses online university

4- (13 words) science. Qualitative both as be can research being a an art and described

5- (10 words) questions. at to This these provides article answers least partial

WS PRACTICE

WHICH IS WHICH

Benchmark (1 of 4) identify section

ABSTRACT

Here are 9 visual features that may identify section to be abstract:

- 1) short, direct sentences prevail
- 2) less independent clauses than any other section
- 3) less different punctuation marks than any other section
- 4) less different function words than any other section
- 5) less different content words than any other section
- 6) present tense used commonly
- 7) past tense in case studies
- 8) active voice used most often
- 9) may include one or more of 12 phrases or its derivatives:

This article provides, This study compares, **This article presents**,
The current study examines, This manuscript identifies, The following,
The present study, This manuscript observes, The aim of this article,
This paper describes, This study analyzes, **The purpose of the study is**

3 Notes

1. phrases in **bold** are similar to the one in CONCLUSION with one exception - here the verb is in a present tense.
2. For what is NOT in abstract read subsection A-3 in

ABSTRACT at the beginning of this unit, *Know the Basics*

3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

1-ws-p-1318

Using 9 visual features examine whether section is ABSTRACT or not. When YES circle appropriate # supporting your choice, and place letter "A" at the end. Otherwise leave it blank. There is an error when you identified more than four sections as ABSTRACT. Not sure which to eliminate, leave it as is with a question mark (?). The next step WHICH IS WHICH INTRODUCTION ought to clarify it.

01-text-1318 # 1 2 3 4 5 6 7 8 9 ____

02-text-1318 # 1 2 3 4 5 6 7 8 9 ____

03-text-1318 # 1 2 3 4 5 6 7 8 9 ____

04-text-1318 # 1 2 3 4 5 6 7 8 9 ____

05-text-1318 # 1 2 3 4 5 6 7 8 9 ____

06-text-1318	#	1	2	3	4	5	6	7	8	9	__
07-text-1318	#	1	2	3	4	5	6	7	8	9	__
08-text-1318	#	1	2	3	4	5	6	7	8	9	__
09-text-1318	#	1	2	3	4	5	6	7	8	9	__
10-text-1318	#	1	2	3	4	5	6	7	8	9	__
11-text-1318	#	1	2	3	4	5	6	7	8	9	__
12-text-1318	#	1	2	3	4	5	6	7	8	9	__

WHICH IS WHICH

Benchmark (2 of 4) identify section

INTRODUCTION

The following 7 visual features may offer clue whether section is INTRODUCTION:

- 1) more independent clauses than abstract
- 2) more different punctuation marks than abstract
- 3) NOT more different content words than abstract
- 4) more different function words than abstract or conclusion

Here are 36 common function words:

a, an, and, as, at, between, but, can, do, for, have, he, in, is, it, may, more, much, need, no, not, of, on, one, or, our, that, the, they, to, was, we, when, while, with, without.

- 5) may have first-person pronouns: I or We
- 6) may have future tense
- 7) may outline content using letters, numerals, sequence words or its derivatives (4 examples):
 Begin..... Then..... Finally.....
 First..... Next..... Later.....
 as well as..... concludes.....
 through both..... and.....

3 Notes

1. For additional details see section INTRODUCTION at the beginning of this unit, *Know the Basics*
2. Often INTRODUCTION may have similar "phrases or its derivatives" as ABSTRACT.
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

2-ws-p-1318

Use partially completed listing from the previous step, ABSTRACT. Examine whether section is INTRODUCTION or not by applying 7 visual features, and placing letter "I" at the end.

If there were already entries with "question mark (?)" here is opportunity to correct it. When confusion persists start from the beginning ABSTRACT or go to the next step CONCLUSION.

01-text-1318 # 1 2 3 4 5 6 7 8 9 ____

02-text-1318 # 1 2 3 4 5 6 7 8 9 ____

03-text-1318 # 1 2 3 4 5 6 7 8 9 ____

04-text-1318 # 1 2 3 4 5 6 7 8 9 ____

05-text-1318 # 1 2 3 4 5 6 7 8 9 ____

06-text-1318 # 1 2 3 4 5 6 7 8 9 ____

07-text-1318 # 1 2 3 4 5 6 7 8 9 ____

08-text-1318 # 1 2 3 4 5 6 7 8 9 ____

09-text-1318 # 1 2 3 4 5 6 7 8 9 ____

10-text-1318 # 1 2 3 4 5 6 7 8 9 ____

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12-text-1318 # 1 2 3 4 5 6 7 8 9 ____

Have you created two glossaries of words used in WAAE-W?

TEXT GLOSSARY - words and phrases used in the text, from Academic Exchange Quarterly.

WORKBOOK GLOSSARY - remaining words and phrases such as explanations, instructions and exercises...

WHICH IS WHICH

Benchmark (3 of 4) identify section

CONCLUSION

Identification of CONCLUSION is by default - end result of elimination process.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 Moreover it may include one or more of 18 phrases or its derivatives:

These results suggest, The results of this study, **This manuscript provided,**
 In this paper we argue, **The purpose of this study was,** Findings revealed,
This paper described, This manuscript discussed, **This paper examined,**
 This manuscript detailed, This manuscript provided, This manuscript discussed,
 A key finding in this study was, **This article presented,** Consequently,
 In summation, In summary, In sum

3 Notes

1. Phrases in **bold** are similar to the one in ABSTRACT with one exception - here the verb is in a past tense.
2. For additional details see section CONCLUSION at the beginning of this unit, *Know the Basics*
3. The above approach is not absolute rule, but following it helps to progress to more intricate conventions of academic writing.

3-ws-p-1318

Use mostly completed listing from the previous step, INTRODUCTION .
 Examine whether section distribution meets requirement.
 12 sections = 4 ABSTRACTS + 4 INTRODUCTIONS + 4 CONCLUSIONS
 When discrepancy in section distribution (4+4+4) continues
 start from the beginning ABSTRACT or go to the next step TITLE.

01-text-1318	#	1	2	3	4	5	6	7	8	9	__
02-text-1318	#	1	2	3	4	5	6	7	8	9	__
03-text-1318	#	1	2	3	4	5	6	7	8	9	__
04-text-1318	#	1	2	3	4	5	6	7	8	9	__
05-text-1318	#	1	2	3	4	5	6	7	8	9	__
06-text-1318	#	1	2	3	4	5	6	7	8	9	__
07-text-1318	#	1	2	3	4	5	6	7	8	9	__

08-text-1318	#	1	2	3	4	5	6	7	8	9	__
09-text-1318	#	1	2	3	4	5	6	7	8	9	__
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Finally, if you know, identify part of speech.

Otherwise leave it blank until you are ready to complete it.

EXAMPLE

Education [7] noun - instruction at a school

Increasing [1] gerund - getting bigger or expanding



*We repeat multiple times because
self-prepared, handwritten GLOSSARY
is indispensable tool
in acquiring new vocabulary.*

WS TEST YOURSELF

WHICH IS WHICH

Benchmark (4 of 4) identify article

TITLE

Here are titles of four articles. Your task is to sort all (abstracts, introductions, conclusions) into 4 articles.

1st title: Grade Conversations and Learning about Grading

2nd title: Elementary Mathematics Teacher Beliefs

3rd title: Beyond Status Updates and Tweets

4th title: Using Exercise to Lower Depression in the Elderly

Recall section distribution (4-abstracts, 4-introductions, 4-conclusions).

Look for synergy between each section content words and key words in the title as noted in "one or more article key words" subsection

T-1 under TITLE at the beginning of this unit, *Know the Basics*

Then, write out each article. Place section [ID#] at the end of each entry.

1-ws-t-1318

Grade Conversations and Learning about Grading

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

2-ws-t-1318

Elementary Mathematics Teacher Beliefs

ABSTRACT

_____ ID# _____

INTRODUCTION

_____ ID# _____

CONCLUSION

_____ ID# _____

3-ws-t-1318

Beyond Status Updates and Tweets

ABSTRACT

_____ ID# _____

INTRODUCTION

_____ ID# _____

When copying do not type - hand write only.

CONCLUSION

ID# _____

4-ws-t-1318 Using Exercise to Lower Depression in the Elderly

ABSTRACT

ID# _____

INTRODUCTION

ID# _____

CONCLUSION

ID# _____

*Please write on a separate sheet of paper.
Handwriting helps to remember words, phrases and content.*

WS CONTROLLED and GUIDED WRITING

STAND-ALONE-PARAGRAPH

BASIC paragraph of 5- 9 sentences

DIVIDED into 3 parts

- (1) TOPIC SENTENCE - focus sentence
(1 - 2 sentences), indicates what the text is about
- (2) BODY - details, explains (3 - 5 sentences)
- (3) FINAL THOUGHT - conclusion (1 - 3 sentences) reiterates what the text is about and/or demonstrates its benefit to the reader

ADDRESSING one subject as reflected in a given title

Write 4 separate paragraphs, one for each article - title. Adapt selected content and function words from identified three sections (abstract, introduction, conclusion). Use 5-9 sentences for each paragraph.

- (1) TOPIC SENTENCE write a focus sentence by using one of six phrases from step USEFUL PHRASES- TOPIC SENTENCE in Chapter 2 and/or compose your own phrase by adapting content and function words from ABSTRACT.
- (2) BODY discuss subject your way, use any of 38 function words (7+24+7) explained and listed under FUNCTION WORDS in Chapter 2 and/or compose your own phrase by adapting content and function words from INTRODUCTION.
- (3) FINAL THOUGHT end paragraph with phrase selected from ten available in step USEFUL PHRASES - FINAL THOUGHT in Chapter 2 and/or compose your own phrase by adapting content and function words from CONCLUSION

1-ws-c-1318

Grade Conversations and Learning about Grading

When copying do not type - hand write only.

2-ws-c-1318

Elementary Mathematics Teacher Beliefs

3-ws-c-1318

Beyond Status Updates and Tweets

4-ws-c-1318

Using Exercise to Lower Depression in the Elderly

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- Note: WAAE content, spiral construction, is organized with increasing grammatical and lexical complexity.
- Grammatical complexity changes with every chapter.
- Lexical complexity changes with every unit.
- There are six units in one chapter.
- This workbook consists of 2 Volumes, 8 Chapters, 48 Units.

You ended reading Volume 1, Chapter 3, Units 13, 14, 15, 16, 17, 18
Next Volume 1, Chapter 4, Units 19, 20, 21, 22, 23, 24, Winter 2018

Writing American Academic English

Workbook for Intermediate and Beyond Level

