

## Cohort A



10 week Pre-sessionals  
Integrated Learning: Week 5

The University Language Centre

# Timetable

Welcome to Week 5 of your course. This week you are going to focus on these activities.

- You should spend a **minimum of 2 hours per day** working through these materials.
- We recommend you complete some of these exercises with your classmates and others we suggest you complete by yourself.
- Remember to complete your reflective journal, post to the discussion board and submit files to the portfolio.

<b>Week 5</b>		<b>MONDAY 3 August</b>	<b>TUESDAY 4 August</b>	<b>WEDNESDAY 5 August</b>	<b>THURSDAY 6 August</b>	<b>FRIDAY 7 August</b>
<b>Integrated learning lessons</b>	<b>Work by yourself</b>	<p><b>A talk:</b> <i>Want to be happier, stay in the moment</i></p> <p><i>DISCUSSION BOARD</i></p>	<p><b>Coherent writing</b></p> <p><i>SUBMIT TO PORTFOLIO</i></p>	<p><b>Sentence structure</b></p> <p><i>SUBMIT TO PORTFOLIO</i></p>		<p><b>Academic Word List 2</b></p>
	<b>Work in groups</b>	<p><b>Navigating a journal article 2</b></p> <p><i>REFLECTIVE JOURNAL</i></p>			<p><b>Constructing academic arguments using thesis statements</b></p>	

## **Week 5 Weekly learning objectives**

### **Writing**

By the end of the week you will be better able to:

- identify techniques for achieving coherence;
- revise texts to improve coherence;
- combine techniques to create coherent texts
- identify independent and dependent clauses in texts;
- write compound and complex sentences;
- edit texts to improve the range and accuracy of sentence types.
- Recognise or label the basic structural elements of argument
- Recognise thesis statements
- Plan an effective simple, or more advanced, argument paragraph
- Decide whether a thesis statement will be necessary in your essay introductions in future

### **Reading**

By the end of the week you will be better able to:

- use strategies to navigate a research journal article;
- identify and evaluate main ideas;
- select subject specific vocabulary;
- assess hypotheses and conclusions.

### **Listening**

By the end of the week you will be better able to:

- understand an authentic listening text by applying a variety of listening skills
- discuss research and data
- identify key ideas to include in your notes.

### **Vocabulary**

By the end of the week you will be better able to:

- effectively record new vocabulary in notebooks
- recognise and record discipline specific vocabulary

At the end of week 5, look back at these learning objectives. Think about which ones:

- Which ones have you identified as difficult and need to work on more?
- Is there anything you need more clarification on?
- Do you have questions for your tutor?

**Write your answers in your Reflective Journal**

# Monday 3 August

## A talk - Want to be happier? Stay in the moment

### Introduction

At university you will listen to a lot of different people deliver lectures. They may have different accents, speak at different speeds and have different styles of presenting information. This lesson allows you to further develop your listening skills by noticing and engaging with key ideas.

### Working by yourself

#### Learning outcomes:

By the end of the lesson you will be better able to:

- understand an authentic listening text by applying a variety of listening skills
- discuss research and data
- identify key ideas to include in your notes.

#### Key tasks: 3, 4, 6

#### Consolidation: Discussion Board

#### Task 1: Before listening

Think about:

- a. What are three things which make you happy?
- b. What do you spend a lot of time thinking about each day? Do these topics make you feel happy?

#### Task 2: Before listening

You are going to listen to a talk entitled *“Want to be happier? Stay in the moment”*.

Predict:

- What do you think the speaker will talk about?
- Make a list of your predictions

### Task 3: Before listening

The speaker uses the following words in the talk. What do they mean?

paradox    demographics    intrinsic    ubiquitous    stray

### Task 4: While listening

Listen to the nine stages of the talk and answer the questions for each stage.

#### Stage 1 00:00 – 1.05

According to the speaker, what is the paradox of happiness?

#### Stage 2 00:54 – 02:22

- a. According to the speaker, how important is the effect of income, education, gender and marriage on happiness?
  
- b. What factors does the speaker think are the biggest causes of happiness?

#### Stage 3 02:22 – 03:40

- a. How does the *Trackyourhappiness.org* project work?
  
- b. Do you think there is enough data to form a reliable study?

#### Stage 4 03:40 – 5.00

- a. What is 'mind-wandering'?
  
- b. What is the possible relationship between mind-wandering and happiness?

#### Stage 5 5.00 - 5.50

Listen to the speaker then take the survey:

- a. How do you feel on a scale of 1-10 right now? Very bad (0) - very good (10)
  - What are you doing at the moment?
  - Are you thinking about something other than what you are currently doing?

No

Yes - something pleasant

Yes - something neutral

**Stage 6 05:50-06:50**

- a. What were the findings of the study?
  
- b. Do you find this surprising? Why? Why not?

**Stage 7 06:50-08:35**

How does the speaker explain the link between mind-wandering and unhappiness? Note down the most important points.

**Stage 8 08:35-9:40**

- a. People mind-wander around \_\_\_\_\_% of the time.
  
- b. Does this surprise you? Do you think this is true for you?

**Stage 9 9:40-10:00**

How does the speaker hope the findings of his study will impact the future?

Source:  
[https://www.ted.com/talks/matt\\_killingsworth\\_want\\_to\\_be\\_happier\\_stay\\_in\\_the\\_moment?language=en](https://www.ted.com/talks/matt_killingsworth_want_to_be_happier_stay_in_the_moment?language=en)  
(Accessed 27/4/2020)

If you want to further check your understanding, you can read the transcript in the Transcripts section.

**Self Assessment – see check your understanding section.**

## Task 5: After listening

Check your predictions from task 2.

How many of your predictions did you hear in the talk?

## Task 6: After listening

Share your thoughts about this talk on the discussion board.

Use these questions to guide your discussion:

- Did you find the content and findings of the talk surprising?
- Do you think this method is an accurate way to measure happiness?
- Do you think you might use a happiness tracking app during your studies?
- How often do you think you mind-wander?
- Will you try to 'stay in the moment' during your studies?
- Anything else you found interesting.

**Share your thoughts about this talk on the Discussion Board on Blackboard.**

# Monday 3 August

## Navigating a journal article (2)

### Introduction

This lesson continues from *Navigating a journal article (1)* and uses the same journal article:

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students', *Journal of Happiness Studies*, 18(2), pp. 505-525. [Online]. Available at: <https://doi.org/10.1007/s10902-016-9736-y> (Accessed: 28 June 2019).

### Working in a group

### Learning outcomes:

By the end of the lesson, you will be better able to:

- use strategies to navigate a research journal article
- identify and evaluate main ideas

- select subject specific vocabulary
- assess hypotheses and conclusions

**Key tasks:** 1, 3, 5

**Consolidation:** None

### Task 1: Before speaking

In class, you were given a letter A, B, or C and assigned a section of the Denovan and Macaskill (2017) article:

- A. = 1.1 Everyday Stress and Psychological Wellbeing (p.507)
- B. = 1.2 Positive Psychology (pp.507-508)
- C. = 1.3 Psychological Strengths (pp.508-509)

Before you meet with your classmates, you will need to read your section of the article and complete your section of the template.

**See check your understanding section for the template.**

- a. Look at **Part 1** of the template.
- b. Read the headings in your section of the template and scan for information in your part of the article. (Look for key words from the headings, then focus on the relevant sentences / paragraphs in the article.)
- c. Make notes under the headings in your section of the template. The notes should be in your own words. Try not to copy large chunks of text from the article. The notes will only be read by you and do not have to be in full sentences. However, you will use them later to explain the main points to other students.

Remember: during your reading, you are using the headings to help you look for **main points and supporting evidence**. You should not spend too long on this.

### Task 2: Before speaking

After you have made notes in your section of the template, think about the following questions:

- a. What are the main points in your part(s) of the article?
- b. What did you learn about the topic of your part of the article?
  - Everyday Stress and Psychological Wellbeing **or**
  - Positive Psychology **or**
  - Psychological Strengths



- c. How will you explain these points to other students?

### Task 3: While speaking

For this task, you will meet your classmates online to:

- share information from Task 1
- read sections 1.4 and 4 of the article

You are expected to organise and carry out this meeting by yourselves as a class without your tutor.

During the meeting, everybody should refer to the template and use this as a framework for discussion.

Please follow steps a-c below very carefully.

- a. Go to **Part 1** of the template.
  - i. Explain the main points of your section to the group (each letter A, B, C has been assigned to more than one class member so you can help each other to pass on the important information).
  - ii. Listen to your classmates and add notes on the sections you have not read (if you find it difficult to fill in the template during the meeting, you could make your notes on a notepad or highlight relevant extracts in your copy of the journal article, then complete your template later).
- b. Go to **Part 2** of the template.
  - i. Read section *1.4 The Current Study* in the article
  - ii. **As a group**, discuss section *1.4* and add notes under the headings on the template.
- c. Go to **Part 3** of the template.
  - i. Scan section *4. Discussion* in the article.
  - ii. **As a group**, discuss section *4* to decide if the research supports the writers' hypotheses (1-3) and make notes on the template.

Remember that the **overall purpose of the activity is to find out the main points and supporting evidence**. Ask your classmates for clarification if you do not understand some of their points.

### Task 4: After speaking

After the group discussion has ended, you should work independently to:

- complete the remaining sections of your template using your notes if you did not have time during the discussion;
- review / edit any notes you took during the meeting and check the information using the journal article (do not spend too long on this).

Your completed template is for your reference only and will not be seen by the tutor. A model will be available on Blackboard after the lesson.

## Task 5: After speaking

- a. What have you learned about reading a research journal article?
- b. What were your strengths **and** weaknesses in:
  - i. reading the article?
  - ii. taking notes?
  - iii. sharing information in the group discussion?
- c. How can you improve your weaknesses for the future? Make one or two specific suggestions.

# Tuesday 4 August

## Coherent writing

### Introduction

An important feature of good writing is **coherence**. This means there should be a smooth and logical flow of information between the sentences in a paragraph. In other words, there should be no sudden jumps from one idea to the next. Good coherence helps the reader follow the writer's ideas and arguments. Without good coherence, the reader would find it difficult to understand the writer's conclusions. In this lesson, you will learn the main writing techniques to achieve coherence, and you will apply those techniques to your own writing.

### Working by yourself

### Learning outcomes:

By the end of the lesson, you will be better able to:

- identify techniques for achieving coherence;
- revise texts to improve coherence;
- combine techniques to create coherent texts.

### Key tasks: 9

### Consolidation: Portfolio

## Techniques for achieving coherence

There are six ways to create a coherent text:

- i. Key noun repetition
- ii. Pronoun reference
- iii. Substitution
- iv. Transition signals
- v. Theme and rheme
- vi. Logical order

### i. Key noun repetition

This technique refers to the repetition of key nouns frequently in a paragraph.

### Task 1: Before writing

In the following extract, the key noun phrase is *positive psychology*. How many times does the phrase *positive psychology* in the text?

The recent development of positive psychology has introduced new variables relevant to coping with stress that may be relevant in explaining successful adjustment. Positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000); it emphasises an understanding of the processes and factors that contribute to the health, success, and flourishing of individuals. Within positive psychology, happiness has been shown to equate with measures of subjective well-being (SWB) (Pavot and Diener 2008).

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. pp. 507-508.

### Self Assessment – see check your understanding section.

While there is no fixed rule about how often you should repeat key nouns, it is important to do this to avoid confusion. When the link between your sentences becomes unclear, you should repeat the key noun so that your reader can follow your ideas.

### Task 2: Before writing

In the following paragraph, the key noun *optimism* only occurs in the topic sentences. Where should you repeat *optimism* in the rest of the paragraph in order to achieve better coherence?

Optimism has been defined in relation to dispositional optimism as a generalised positive outcome expectancy. Individuals who possess positive expectations about future conduct are viewed to believe good outcomes will

happen, perceive these outcomes as attainable, and persevere in goal-oriented efforts. It has been associated with lower stress, higher well-being, and the use of problem-focussed coping and social support, which in turn predicted better adjustment to university. It was predictive of higher academic achievement, and was associated with greater subjective well-being. Students higher in it tend to use more effective coping and respond to stressful demands with confidence that favourable outcomes will result from their endeavours and thus exercise lower stress levels. In a study of first year UK undergraduates, it was found to be positively correlated with the life satisfaction element of subjective well-being, but it was not a predictor of life satisfaction and had no statistically significant relationship with positive affect.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 508.

### **Self Assessment – see check your understanding section.**

#### **ii. Pronoun reference**

In Task 2, the pronoun *it* was used to avoid repeating the key noun. However, the writer repeated *it* too often, so the paragraph is confusing. Towards the end, it was not clear which noun the pronoun *it* was referring to.

However, pronoun reference, the use of pronouns to refer to previously mentioned nouns, is a good technique for achieving coherence. In the following extract, *it* at the beginning of the second sentence refers back to *positive psychology*.

Positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000); *it* emphasises an understanding of the processes and factors that contribute to the health, success, and flourishing of individuals.

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 508.

You should be careful not to repeat key nouns and pronouns too much. Repeating key nouns too often is poor style, whereas as repeating pronouns too much can lead to ambiguity. In addition, you must be consistent with your use of pronouns. In other words, make sure you use the same person and number throughout the paragraph. For example, do not change from *it* to *they* (change of number).

### **Task 3: Before writing**

The pronouns are not consistent in the following paragraph. Correct them to make the paragraph more coherent.

Self-control is the ability to exercise restraint over behaviour to meet long-term interests. Students higher in them were found to have better academic performance and displayed better psychological adjustment. There is little research on self-control amongst undergraduates. They have been linked with greater problem-solving ability and problem-focussed coping.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 509.

**Self Assessment – see check your understanding section.**

### iii. Substitution

Rather than repeating key nouns and pronouns, you can substitute them with synonyms (words or phrases with a similar meaning). In the example below, taken from the paragraph in Task 2, the author has substituted **positive expectations** in the second sentence for the key noun **optimism** in the topic sentence.

**Optimism** has been defined in relation to dispositional optimism as a generalised positive outcome expectancy. Individuals who possess **positive expectations** about future conduct are viewed to believe good outcomes will happen, perceive these outcomes as attainable, and persevere in goal-oriented efforts.

### Task 4: Before writing

Read the rest of the paragraph from Task 2 again. Where could you replace the pronoun **it** with a suitable synonym (word or phrase) for the key noun **optimism**? (Note: you do not need to replace all of them)

Optimism has been associated with lower stress, higher well-being, and the use of problem-focussed coping and social support, which in turn predicted better adjustment to university. **It** was predictive of higher academic achievement, and was associated with greater subjective well-being. Students higher in **it** tend to use more effective coping and respond to stressful demands with confidence that favourable outcomes will result from their endeavours and thus exercise lower stress levels. In a study of first year UK undergraduates, **it** was found to be positively correlated with the life satisfaction element of subjective well-being, but **it** was not a predictor of life satisfaction and had no statistically significant relationship with positive affect.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 508.

**Self Assessment – see check your understanding section.**

### iv. Transition signals

The most common technique for coherence is the use of transition signals. These help your reader navigate the text by telling them when you are giving a similar idea, an opposite idea,

an example, a result, or a conclusion. In the following extract *Thus* introduces a result of the first sentence.

Research has reported an inverse relationship between happiness as measured by SWB and stress (Schiffrin and Nelson 2010; Suh et al. 1996; Zika and Chamberlain 1992). **Thus**, SWB offers a means of assessing the effects of stress on a student's functioning beyond illness outcomes and gives a measure equivalent to happiness (Diener and Lucas 2000).

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 508.

The link below will take you a table that provides the five most common types of transition signals: transition phrases, conjunctive adverbs, coordinating conjunctions, subordinating conjunctions, and other phrases.

**See the check your understanding section for the table.**

However, there are two important points to remember.

Firstly, remember to punctuate transition signals correctly. For example:

- a. There was little research on student stress until the 1990s. **However**, recent changes in university education in the UK have arguably increased student stress.
- b. There was little research on student stress until the 1990s; **however**, recent changes in university education in the UK have arguably increased student stress.

Both **a** and **b** are correct. The only difference is that **a** is two simple sentences, whereas **b** is a compound sentence (see the *Sentence structure* lesson for further details)

Secondly, do not overuse transition signals (use a variety of techniques for achieving coherence instead).

## Task 5: Before writing

The following paragraphs are from the Denovan and Macaskill (2017) article. The first version is the original, but the second is an adapted version that includes additional **transition signals**. Which one is better? Why?

Original version:

Current research has not systematically explored the range of individual difference variables that may contribute to successful adjustment to the transition to university. The recent development of positive psychology has introduced new variables relevant to coping with stress that may be relevant in explaining successful adjustment. Positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000); it emphasises an understanding of the processes and factors that contribute to the health, success, and flourishing of individuals. Within positive psychology, happiness has been shown to equate with measures of subjective well-being (SWB) (Pavot and Diener 2008). SWB consists of three components; emotional reactions to

events (positive affect and negative affect), and cognitive appraisal of fulfilment and satisfaction. Research has reported an inverse relationship between happiness as measured by SWB and stress (Schiffrin and Nelson 2010; Suh et al. 1996; Zika and Chamberlain 1992). Thus, SWB offers a means of assessing the effects of stress on a student's functioning beyond illness outcomes and gives a measure equivalent to happiness (Diener and Lucas 2000).

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. pp. 507-508.

Adapted version:

Current research has not systematically explored the range of individual difference variables that may contribute to successful adjustment to the transition to university. **However**, the recent development of positive psychology has introduced new variables relevant to coping with stress that may be relevant in explaining successful adjustment. **Indeed**, positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000). **In addition**, it emphasises an understanding of the processes and factors that contribute to the health, success, and flourishing of individuals. **Moreover**, within positive psychology, happiness has been shown to equate with measures of subjective well-being (SWB) (Pavot and Diener 2008). **In fact**, SWB consists of three components; emotional reactions to events (positive affect and negative affect), and cognitive appraisal of fulfilment and satisfaction. **Finally**, research has reported an inverse relationship between happiness as measured by SWB and stress (Schiffrin and Nelson 2010; Suh et al. 1996; Zika and Chamberlain 1992). Thus, SWB offers a means of assessing the effects of stress on a student's functioning beyond illness outcomes and gives a measure equivalent to happiness (Diener and Lucas 2000).

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. pp. 507-508.

### Self Assessment – see check your understanding section.

## Task 6: Before writing

Chose a transition signal to show the most logical relationship between the sentences.

As a consequence                  Indeed                  On the other hand                  For example

- a. Optimism has been found to be positively correlated with the life satisfaction element of subjective well-being. \_\_\_\_\_, it was not a predictor of life satisfaction.
- b. Students with higher levels of optimism may have lower stress. \_\_\_\_\_, they tend to adjust better to university life.
- c. Positive psychology focusses on the positive aspects of human experience; \_\_\_\_\_, individual traits, valued subjective experiences, and positive institutions.

- d. Higher academic achievement is associated with optimism. \_\_\_\_\_, students who are more optimistic tend to cope better with the stressful demands of university study.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. pp. 507-509.

**Self Assessment – see check your understanding section.**

## v. Theme and rheme

English sentences usually consist of two parts: a *theme* (topic) and a *rheme* (comment). A good way to organise information coherently is to use the *rheme* of one sentence as the *theme* of the following sentence (McCarthy, 1991, p.55).

In the following extract, **subjective well-being (SWB)** is the *rheme* of the first sentence, and the author has used it as the *theme* of the second sentence. This provides a smooth flow of information between the sentences.

Within positive psychology, happiness has been shown to equate with measures of **subjective well-being (SWB)** (Pavot and Diener 2008). **SWB** consists of three components; emotional reactions to events (positive affect and negative affect), and cognitive appraisal of fulfilment and satisfaction.

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 507.

## Task 7: Before writing

Read the sentences below. Identify the **rheme** in each, then add a second sentence that uses the rheme as the theme of the new sentence. The first one has been done as an example.

- Optimism is linked to **higher academic achievement**. This achievement results from students' more positive outlook on their abilities.
- Student well-being is affected by positive expectations.
- Positive psychology focusses on positive individual traits.
- Happiness appears to be similar to subjective well-being (SWB).

**Self Assessment – see check your understanding section.**



## vi. Logical order

Finally, you should organise your sentences in a logical order. The other methods for achieving coherence (i-v above) will only work if your ideas are presented in a way that will make sense to your reader. If you jump back and forth between ideas, your reader will become confused - key nouns, pronouns, and transition signals will not help.

The main types of logical order are:

- chronological/process/narrative (ordered by time, steps, or events);
- logical division of ideas (division of topic into two or more parts and discussed separately);
- compare and contrast (discussion of similarities and differences);
- cause and effect (discussion of reasons and consequences),
- argumentation (presenting reasons to support a thesis/argument).

## Task 8: Before writing

The following paragraphs are taken from the example essays in the *Essay Genres 1* and *Essay Genres 2* lesson. What type of logical order (from the list above) have the authors used to organise their paragraphs?

- a. One particular motivation for introducing such courses that's often overlooked in the literature may be financial. While the original intention may have been student-driven, Gleeson (2018) suspects that many universities which have considered introducing such courses have done so for the sake of profit margins. Following significant increases in tuition fees in countries such as the UK, a growth of up to £60,000,000 in annual profit is not uncommon for larger British universities (Jones, 2014). While this may certainly benefit university staff, there are two negative effects which have been reported in the literature because of the overall increase in tuition fees. The first, as highlighted by Benton (2016), is that parents may want to have input into the type of course their child selects due to the increased cost of such courses if they are paying for the course. Secondly, and most importantly, students without much parental support are leaving university with considerably larger sums of debt, and this debt may be having a negative effect on alumni reports of personal wellbeing (Gleeson, 2018).

Adapted from Academic Marker (2020) *What is an example cause and effect essay?* Available at: <https://academicmarker.com/essay-writing/essay-types/cause-and-effect-essays/what-is-an-example-cause-and-effect-essay/> (Accessed: 24<sup>th</sup> March 2020)

- b. When comparing the two systems, the most obvious area to focus on is the way that learning is delivered. Distance learning is now largely online and is heavily dependent on technology, particularly the internet, for delivery of courses. On a face to face course, learners attend timetabled classes, workshops, seminars, tutorials and meetings in real time and space, although much of the course material and some course activity is now often available to them online as well. In contrast, when learning remotely, technology is the principal means of all types of communication. The flexibility this can provide means that students

may be better able to learn at their own pace and follow their own timetable, but it also means that learners have to be well-organised and self-disciplined. They must be highly motivated to do well on online or distance courses.

Adapted from: Sowton, C. (2014). *Unlock Reading and Writing Skills 4*. Cambridge: Cambridge University Press.

## Writing coherent texts

### Task 9: Writing

Choose one of the topics listed below, then write a logically-ordered and coherent paragraph (100-150 words).

Topics:

- Are you an optimistic person? Why/why not?
- How might self-control affect students' academic performance?
- What is subjective well-being?
- What is your opinion of positive psychology?

**Submit your answers to your Portfolio.**

The tasks in this lesson have been adapted from Oshima, A. and Hogue, A. (2009). *Writing Academic English*. 4<sup>th</sup> edn. Pearson.

# Wednesday 5 August

## Sentence structure

### Introduction

Good sentence structure helps a writer to convey their ideas clearly to the reader. In academic writing, choosing the best type of sentence to express yourself is an important decision. If your sentences are too simple, your ideas will not flow smoothly. On the other hand, if your sentences are too complex, you will find it difficult to control the accuracy of grammar, which means your readers will not be able to understand your ideas. There are four sentence types: simple, compound, complex, and compound-complex. In this lesson, you will learn how to write compound and complex sentences because these will help you develop a clear writing style.

## Working by yourself

### Learning outcomes:

By the end of the lesson, you will be better able to:

- identify independent and dependent clauses in texts
- write compound and complex sentences
- edit texts to improve the range and accuracy of sentence types

**Key tasks:** 2, 3, 4, 6, 7

**Consolidation:** Portfolio

### Task 1: Before writing

In the 'Navigating a journal article' lesson, you read the Denovan and Macaskill (2017) article about student well-being.

Without looking back at the article, can you remember what the authors said about the effect of financial worries on university students' mental health?

## Clauses

Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb.

There are two types of clauses: independent and dependent.

Independent clause:

- contains a subject and a verb
- expresses a complete thought
- can stand alone as a sentence

### Subject

Many students

### Verb

worry

### (Complement)

about their finances

Dependent clause:

- begins with a *subordinator* (this will be covered in the *complex sentences* section below)
- does not express a complete thought

- cannot stand alone as a sentence

Subordinator	Subject	Verb	(Complement)
because	the loans	are	high.

## Task 2: Before writing

The following clauses are from a paragraph in the Denovan and Macaskill (2017) article. Are they independent (*I*) or dependent (*D*)? The first one has been done an example.

- I a. an agenda by the British Government to widen participation has heartened students
- \_ b. that come from areas of society with historically low university participation levels
- \_ c. while participation in university education has widened
- \_ d. government funding for students has seen a steady decline
- \_ e. this has increased the financial pressures on students
- \_ f. in the past, students were not required to pay university fees
- \_ g. the Government contributed by giving a means-tested living allowance
- \_ h. however, these living allowances have now been succeeded by loans
- \_ i. this has resulted in financial pressures for more students
- \_ j. they now have to combine their studies with employment

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 506.

**Self Assessment – see check your understanding section.**

## Compound sentences

A compound sentence is two or more independent clauses joined by:

- a coordinating conjunction **or**
- a conjunctive adverb **or**
- a semicolon

## Compound sentences with coordinating conjunctions (coordinators)

*independent clause, + **coordinator** + independent clause.*

Students were not required to pay university fees, **and** the Government contributed by giving a means-tested living allowance

The following list shows the seven coordinating conjunctions, which can be remembered as FANBOYS (For, And, Nor, But, Or, Yet, So).

- **Add a reason (for)**

Students from more sectors of society have been able to attend university, for the British Government widened participation in university education.

- **Add a similar or equal idea (and)**

Students were not required to pay university fees, and the Government contributed by giving a means-tested living allowance.

- **Add a negative equal idea (nor)**

Some students do not receive funding, nor do they receive sufficient loans.

- **Add an opposite idea (but)**

Students were not required to pay university fees, but the Government contributed by giving a means-tested living allowance instead.

- **Add an alternative possibility (or)**

Students can take extra loans, or they can find part-time work.

- **Add an unexpected or surprising continuation (yet)**

The Government has widened participation in university education, yet it has reduced student funding.

- **Add an expected result (so)**

This has resulted in financial pressures for more students, so they now have to combine their studies with employment.

### Task 3: Before writing

Create compound sentences by adding a coordinator (provided in brackets) and another independent clause. The first one has been done as an example.

- Students must now take loans, **for** a living allowance is no longer available. (for)
- Student need to work part-time \_\_\_\_\_ (and)
- Students \_\_\_\_\_ (nor)
- The Government \_\_\_\_\_ (but)
- The Government \_\_\_\_\_ (or)
- \_\_\_\_\_ (yet)
- \_\_\_\_\_ (so)

**Self Assessment – see check your understanding section.**

### Compound sentences with conjunctive adverbs

*independent clause; + **conjunctive adverb**, + independent clause.*

Students did not pay fees at UK Universities; **besides**, the government provided means-tested family living allowances.

- **Add similar or equal idea** (*also, besides, furthermore, in addition, moreover, as well, too*)

Students did not pay fees at UK Universities; besides, the Government provided means-tested family living allowances.

- **Add an unexpected or surprising continuation** (*however, nevertheless, nonetheless, still*)

The Government has widened participation in university education; however, it has reduced student funding.

- **Add a complete contrast** (*on the other hand, in contrast*)

Students in the past received a living allowance; in contrast, current students must take out a loan.

- **Add an alternative possibility** (*otherwise*)

Students can take extra loans; otherwise, they can find part-time work.

- **Add an expected result** (*accordingly, as a result, consequently, hence, therefore, thus*)

The British Government widened participation in university education; consequently, students from more sectors of society have been able to attend.

- **Add an example** (*for example, for instance*)

More students have been able to attend university; for example, there has been an increase in numbers of students from areas of society with historically low university participation levels.

#### Task 4: Before writing

Choose four sentences from Task 3 and rewrite them using conjunctive adverbs instead of coordinators. One sentence has been done as an example.

a. Students must now take loans; **otherwise**, they cannot afford to pay tuition fees.

b.

---

c.

---

d.

---

e.

---

**Self Assessment – see check your understanding section.**

## Compound sentences with a semicolon

*independent clause; independent clause*

Students did not pay fees at UK Universities; the Government provided means-tested family living allowances.

## Task 5: Before writing

Where would you place a semicolon in these compound sentences?

- The UK Government stopped providing means tested allowances they introduced a loan system instead.
- Part-time employment is popular among students they need the extra money to help cover the costs of living.
- Participation in university education has increased students from a wider socioeconomic background now attend.

**Self Assessment – see check your understanding section.**

## Complex sentences

A complex sentence contains one independent clause and one (or more) dependent clauses. The independent clause conveys the most important idea in the sentence, and the dependent clause conveys a supporting, less important idea.

### Complex sentences with adverb clauses

Adverb clauses are *dependent clauses that act like an adverb*. They tell the reader the where, when, why, or how of something stated in the independent clause.

Adverb clauses begin with **subordinating conjunctions** (e.g. when, while, because, although).

***While** participation in university education has widened, government funding for students has seen a steady decline.*

Adverb clause: **While** participation in university education has widened,

Independent clause: government funding for students has seen a steady decline.



## Complex sentences with adjective clauses

Adjective clauses are *dependent clauses that act like an adjective*. They describe a noun or noun phrase stated in the independent clause.

Adjective clauses begin with **relative pronouns** (e.g. who, which, that) or **relative adverbs** (e.g. where, when).

An agenda by the British government to widen participation has heartened students **that** *come from areas of society with historically low university participation levels.*

Adjective clause: **that** *come from areas of society with historically low university participation levels.*

Independent clause: An agenda by the British government to widen participation has heartened students

## Task 6: Before writing

Add a logical independent or dependent clause to the following clauses. Punctuate each sentence correctly. The first one has been done as an example.

- a. Many students will have financial problems unless the government provides more financial support.
- b. Student well-being is likely to decline\_\_\_\_\_.
- c. Universities will benefit financially from having more students\_\_\_\_\_.
- d. Although many students need to find work\_\_\_\_\_.
- e. \_\_\_\_\_when the government replaced the living allowance with loans.
- f. \_\_\_\_\_there are still students who cannot afford to attend university.

**Self Assessment – see check your understanding section.**

## STUDY SKILLS

It can be helpful to look at textbooks and journal articles from your subject area to see what kinds of sentence structures are used by the writers.

Use the university library to find some textbooks and journal articles for your subject:

<https://www.library.manchester.ac.uk>

### Task 7: Writing

The following paragraph is a paraphrase of the sentences in Task 2. It contains many simple sentences.

- a. Rewrite the paragraph so that it only contains compound and complex sentences.
- b. Use a variety of coordinators, conjunctive adverbs, subordinators.
- c. Use appropriate punctuation.

Participation in university education has widened. More students from areas of society with historically low university participation levels have started to attend. This is because the British government set an agenda to widen participation. However, the financial pressures on students have increased. Government funding for students has seen a steady decline. Previously, there were no university fees. Students were supported by a government living allowance. Loans have taken the place of these living allowances. This means students have less money to live on and to pay tuition fees with. Students must now work and study at the same time.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 506.

**Submit your answers to your Portfolio.**

The exercises in this unit have been adapted from Oshima, A. and Hogue, A. (2009). *Writing Academic English*. 4<sup>th</sup> edn. Pearson.

# Thursday 6 August

## Constructing academic argument using thesis statements

The lesson *Writing a paragraph review* showed how writers use topic sentences and supporting sentences to develop ideas in paragraphs. This lesson builds on those basic principles and looks at how you can use paragraphs to build your argument.

Argument is a very important feature of academic work. When tutors assess your assignments, one of the key criteria for a good mark is the quality of the argument in your paper. This lesson looks at the structure of argument and argument paragraphs. It also introduces thesis statements as an important element of argument structure and shows examples of essays with thesis statements.

### Working in groups

### Learning outcomes

By the end of the lesson you should be better able to:

- Recognise or label the basic structural elements of argument
- Recognise thesis statements
- Plan an effective simple, or more advanced, argument paragraph
- Decide whether a thesis statement will be necessary in your essay introductions in future

**Key tasks:** 1, 2, 3, 4, 5, 6, 7, 10

**Consolidation:** Discussion board

### Task 1: Before writing

In *Essay genres 2*, you looked at the meaning of argument in academic contexts. The quotation in this Study Skills box reminds you of a key point of that lesson.

#### STUDY SKILLS

**The aim of argument, or of discussion, should not be victory, but progress.**

Joubert, J., (2005). *The Notebooks of Joseph Joubert*. Translated by P. Auster. New York: New York Review of Books.

a. What arguments are going on currently in your academic field?

**Use chat or messaging to explain a current argument or issue in your field to a classmate.**

Academics who mark students' assignments often say that good writing *tells a story* and should carry the reader along in a particular direction according to the writer's argument.

Academic argument, put very simply, comprises information in response to three questions: **What? How? Why?**

Here are examples of some general questions that academic work seeks to answer:

<b>What?</b>	<b>How?</b>	<b>Why?</b>
<b>What</b> is the problem with X?	<b>How</b> does this impact Y, Z?  <b>How</b> could negative impacts be reduced?	<b>Why</b> is this important?  <b>Why</b> would reducing negative impacts be beneficial?
<b>What</b> are the possible solutions?	<b>How</b> would solutions Y, Z work?  <b>How</b> would solutions Y, Z improve things?	<b>Why</b> should or shouldn't we try solution Y and/or solution Z?
<b>What</b> is not known about X?  <b>What</b> is under debate in relation to X?	<b>How</b> could we clarify/find out more about X?	<b>Why</b> might we benefit from clarifying/finding out more about X?
<b>What</b> is the current thinking about X?	<b>How</b> else might we think about X?	<b>Why</b> would this way of thinking be beneficial?
	<b>How</b> does this way of thinking about X affect Y, Z?	<b>Why</b> should we consider alternative thinking?

Alongside these three key question types are the three key types of writing that comprise much academic text: **Describing, analysing** and **evaluating**.

## Task 2: Before writing

Match each writing type with one of the three key questions: *what*, *how* and *why*.

Example: Describe .....**What?**.....

Analyse .....

Evaluate .....

**Self Assessment – see check your understanding section.**

One reason students may do poorly on their essays is that too much of the writing is taken up by **description**, and there is too little **analysis** and **evaluation**. Analysis and evaluation are important because that is where writers develop their arguments; it is where they explain and justify their thinking.

Essays that do not analyse or evaluate ideas and information will not get high marks, especially at postgraduate level. It is important to remember this in planning your writing assignments.

You will look at these aspects of writing in more detail in a lesson on *Criticality and hedging*.

**How is argument constructed?**

Paragraphs can be constructed to contain a mini-argument, or a component, of a larger argument. A series of mini-arguments, each in a paragraph, enables the writer to build their main argument in clear steps towards their conclusion.

A paragraph containing a mini-argument often contains four elements, referred to as

**P-E-E-L.**

<b>The P-E-E-L paragraph structure</b>		
<b><u>P</u>oint</b>	point or claim	<i>in the topic sentence</i>
<b><u>E</u>vidence</b>	supports the point with evidence such as statistics, findings, examples, often from a source	<i>in a supporting sentence</i>
<b><u>E</u>xplanation</b>	interprets the evidence  <b>and/or</b> explains how/why it supports the point	<i>in a supporting sentence</i>
<b><u>L</u>ink</b>	links back to the start of the paragraph and reinforces the point  <b>or</b> links back to keywords/phrases in the title	<i>in a supporting concluding sentence</i>

### Task 3: Before writing

- a. Read this paragraph from an essay. Match the numbered sentences with the P-E-E-L elements of an argument paragraph. Put your answers in the table below.

(1) Surveys show that more wives than husbands express dissatisfaction with their marriage and consider their marriages unhappy. (2) More wives start divorce proceedings. (3) In addition, wives are much more likely to suffer stress, anxiety and depression than their partners. (4) Compared to their single peers, wives have poorer physical and mental health. (5) It is clear that for many women, marriage cannot be considered a beneficial experience.

Element	Sentence
P	Example: (1)
Ev	
Ex	
L	

**Self Assessment – see check your understanding section.**

### Task 4: Before writing

Some argument paragraphs contain more than the four elements of P-E-E-L.

- a. Read this paragraph. Identify the P-E-E-L elements. Use the table below for your answers.
- b. What other elements does this paragraph contain?
- c. What is the effect of the extra elements in this paragraph?
- (1) Marriage has a beneficial effect on men. (2) Compared to single men of the same age group, married men enjoy better physical and mental health. (3) Their lives are likely to be longer and happier. (4) In addition, they enjoy more successful careers, fill higher status occupations and consequently earn more money. (5) Critics may argue that is simply because more successful men tend to get married (Nakosteen and Zimmer, 1991), but the evidence tends to show that it is the marriage which brings about these beneficial effects. (6) Hence the best guarantee of a long, happy, healthy and successful life for a man is to have a wife devoted to homemaking and the care of her husband.

Sentence	Element
1	Example: P – the paragraph argues for this claim
2	

<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	

**Self Assessment – see check your understanding section.**

### **Task 5: Before writing**

Here is a third paragraph with an extreme view on the topic of child-rearing.

- a. Read it and decide whether you agree with the writer's idea.
- b. Analyse the sentences as you did for the previous paragraphs and complete the table below.
- c. How does the alternative view in this paragraph differ from the alternative view in the previous paragraph?

(1) The traditional approach to parenthood is completely unsatisfactory. (2) Women normally spend the most time child-rearing. (3) Those with professional skills may sacrifice their career for the purpose of raising the couple's children. (4) Because women tend to spend more time caring for their children than the father, the services of many expensively trained professional females are lost to society. (5) Even when child-rearing is shared fairly equitably by both parents, it simply means that two people spend time on an unproductive task for which they may be entirely ill-equipped. (6) Society would be much better served if parenthood was made the responsibility of well-trained professional parents who would look after groups of children as a paid occupation. (7) This would end amateur childcare and allow the biological parent to fully develop their careers for the benefit of society. (8) It might be argued that children reared in this way would feel rejected, at least to some extent, by their natural parents. (9) This is unlikely. (10) Evidence from societies where collective child-rearing is practised shows that children merely experience minor upsets and are hardly affected by the separation in the long term.

<b>Sentence</b>	<b>Element</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	Example: <b>Ex</b> – Explanation of negative impact of traditional approach

<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

Adapted from:

Glendinning, E. H. and Holmstrom, B. (2004). *Study Reading: A course in reading skills for academic purposes* (2<sup>nd</sup> edn). Cambridge: CUP.

Nakosteen, R. and Zimmer, M. (2001) Spouse Selection and Earnings: Evidence of Marital Sorting. *Economic Inquiry*, April 2001, 39(2), pp. 201-13.

### **Self Assessment – see check your understanding section.**

To summarise, an effective (mini) argument does the following:

- States a clear point
- Provides evidence or examples to support the point (and shows where the examples or evidence come from, if not the writer’s own information or findings)
- Provides balance by incorporating alternative views or information, either from the writer themselves or, better, from others (= counter arguments)
- Comments on the alternatives and explains why they can be disputed, ignored, or are irrelevant
- Links the paragraph’s point back to the main question/problem and reinforces the writer’s view

### **Effective academic argument begins with a thesis statement**

In much research and postgraduate study, students are expected to put forward an idea or suggestion. This is known as ‘devising a hypothesis’. The hypothesis tends to be based on initial reading.

In western study cultures, the hypothesis is the starting point for further reading and research. At the end of that process, the researcher or student will decide what they think. They may think their initial hypothesis is still valid, or they may decide it is only partially valid. Equally, they may decide it is not valid or that further work is required before they can decide.

Following their research, the student/researcher writes up their work in an essay or paper. In the paper, they express their decision or view on their hypothesis in a **thesis statement**, usually located in the introduction. A thesis statement is:

a “statement or theory (to be) put forward and supported by arguments”

Hornby, A. S. (ed) (1985) *Oxford Advanced Learner’s Dictionary of Current English*. Oxford: Oxford University Press.



A thesis statement:

- Makes a claim, or takes a position, that others may challenge or oppose
- Normally comes in the introduction
- Is often expressed in one sentence
- Should be referred to in the conclusion

An effective thesis statement provides the reader with a clear focus for the paper, and it tells the reader the writer's stance. In this way, academic writing is different from story-telling. In a story, the answer to the mystery or the ending of the story comes at the end of the book and the reader tries to guess how the story will end as they read. However, in an academic text, the reader knows the 'answer' near the start of the paper; what they are most interested in is how the writer arrived at their answer. That is what the body of the paper explains.

In brief, the thesis statement is the central pillar of your essay or paper; everything that you write relates to it in some way.

- a. Think about your own study culture – are you expected to put your opinion early in your paper and then defend it? Or are essays organised differently?

**Use chat or messaging to discuss this briefly with a classmate.**

## **Task 6: Before writing**

Refer back to the information about thesis statements in the previous section. Which of the sentences below (a – d) are thesis statements?

- a. This paper focuses on that portion of the overall institutional framework which relates to the management of public servants.
- b. Downsizing is necessary for companies to survive. However, unless it is presented in a positive way, it will be difficult to carry out effectively.
- c. The main aim of this paper is to analyse career management in a small transitional administration and to draw conclusions about the development of careers in the civil service of Country X.
- d. This article argues that the key element distinguishing effective communication strategies is the proper management of uncertainty.

**Self Assessment – see check your understanding section.**

## **Task 7: Before writing**

- a. Read this introduction to a simple example essay you saw in an earlier lesson and underline the thesis statement.

***Title: It benefits society when family units living together include the older generation. What is your view on this matter?***

There has been talk in political circles that some responsibility for social welfare should be shifted from governments to families. This would involve a reversal of the current trend towards increasingly smaller families and would encourage several generations to live together in extended families. However, this is a dangerous policy that could lead to a variety of social problems, not only for the elderly people themselves, but also for the families that would have to look after them.

- b. Read the conclusion to the same essay and underline the restated thesis statement.

In conclusion, it is clear that there could be drawbacks for families and the wider society if a return to living in extended families is encouraged. Individuals should be able to choose how they organise their living arrangements, and everyone should have the chance to enjoy the benefits of independent living.

**Self Assessment – see check your understanding section.**

### **Task 8: Before writing**

Go to this website: <https://study.sagepub.com/hopkinsandreid> and click on 'Writing Sample Library'. The student essays here are analysed and annotated to show their structure and organisation.

Look at 3 sample essays (not sample reports) from different subject areas.

- a. Which essays have a thesis statement?
- b. Do the essays with a thesis statement restate the thesis statement in the conclusion?
- c. Find an essay that does not have a thesis statement. Does the essay analysis explain why it does not have a thesis statement?

**Use chat or messaging and explain to a classmate what you found in the essays you looked at.**

### **Task 9: Before writing**

Go to the University of Manchester Library website search facility and find 2 or 3 articles in your academic field that interest you.

<https://www.library.manchester.ac.uk/search-resources/journal-articles/>

- a. Read the introduction sections of the articles you choose. Can you locate a thesis statement for each article? (Note: some articles may not have a thesis statement)
- b. Look at the conclusions. Can you locate a restatement of the thesis statement?

## Task 10: Before writing

Go to the Discussion Board.

Under the heading “Constructing academic argument using thesis statements” answer the question:

- a. Do you have any tips for a friend who receives feedback on their essay that their argument is not clear?
  - Post your tips on the discussion board.
  - Read and comment on your classmates’ tips

**Write your answers on the Discussion Board on Blackboard.**

## EXTENSION - Constructing academic argument using thesis statements

### Extension task 1

Writing that requires you to give an opinion, a judgment or a recommendation will benefit from having a thesis statement.

Decide whether essays for these titles from a range of subject areas would need a thesis statement. Choose Yes or No.

- a. To what extent do you consider the benefits of the Olympics justify the expense of staging the four-yearly event? **Yes / No**
- b. How is *Homo sapiens* adapted to environmental variation? **Yes / No**
- c. How can Archaeology be used to identify and explain the characteristics of the state? What are the key arguments used to explain increasing social complexity during a state’s formation and in your view, which are the most convincing? **Yes / No**
- d. Critically assess the impact of the Covid 19 pandemic on the efficacy of the World Health Organisation. **Yes / No**
- e. What is the role of slow and fast twitch muscle fibres in exercise? **Yes / No**

### Extension task 2

Are the following thesis statements? If not, why not?

- a. This essay will look at the elements of the bilateral agreement, consider the advantages and disadvantages of decisions taken, and explore the flaws in the decision-making process that led to breaches in the agreed terms.  
Yes / No because .....
- b. There are three important aspects to the rise of corporatism in the global economy.

Yes / No because .....

- c. Although many may believe that modern democratic societies have achieved gender equality, the paper will show that this is in fact not the case, and that persistent and continuing inequality may be related to biological differences between males and females.

Yes / No because .....

- d. This paper will first consider the traits that Homo sapiens has evolved in order to be able to adapt to diverse environments. It will then look at how humans can adapt to temperature, solar radiation and altitude in terms of biological and behavioural adaptations.

Yes / No because .....

### **Extension task 3**

Locate and highlight the thesis statement in the following introduction:

Title: 'Taylorism and the Scientific Management model is still relevant today'. In what ways do you agree or disagree with this statement?

Introduction

It is argued that for large scale business enterprises, one of the great strengths of the Scientific Management model (the Taylor Approach) is that it rationalises and standardises production methods, which leads to improvements in efficiency and productivity and maximises profit. The Taylor Approach incorporates division of labour, repetition of simple movement, minimum training requirements and financial incentives. While the Approach has potential to be a source of economic success due to these efficiencies, a number of critics including Marshall (1919, cited by Caldari, 2007), Smith (1988), Greeves (1998) and Baker (2004) have pointed out that the model can lead to serious disadvantages for employees. Hoxie (1916a) and Braverman (1974) have been critical of Taylorist labour principles. Despite these criticisms, some academics and experts such as Locke (1982) and Huczynski and Buchanan (2013) argue that scientific management approaches continue to be relevant and effective in certain business, industrial and manufacturing contexts, such as high volume production. This essay will demonstrate the advantages of Taylorism for employers, whilst also identifying key deficits in the theory from the perspective of the workforce. It will suggest that a firm's operating context is an important determinant of success in applying scientific management principles to work design, with quantity-focused manufacturing industries best placed to benefit from the approach. It will analyse specific examples of the Taylor approach and examine several theories to support the thesis and explain why the model continues to be relevant.

**Self Assessment – see check your understanding section.**

# Friday 7 August

## Academic Word List 2: Learning Academic Vocabulary

During your time at university, you will need to be fully independent in learning new vocabulary. This lesson will guide you towards attaining that independence. It will also give you the opportunity to learn vocabulary in your own discipline.

### Working by yourself

#### Learning Outcomes

After this lesson you will be better able to:

- effectively record new vocabulary in notebooks
- recognise and record discipline specific vocabulary

**Key tasks:** 2, 3, 4, 5, 6, 7

**Consolidation:** Discussion Board & Reflective Journal

#### How well do you remember the target words?

In the previous Vocabulary lesson, you were introduced to some words from the Academic Word List (AWL), and you practised learning them using a variety of strategies.

You will now read another extract from the book *Sociology: A Global Introduction* by Macionis and Plummer (1997).

#### Task 1: Before Reading

You are going to read a text titled '*Emotions in global perspective: do we all feel the same?*'

Try and guess what the text will be about. Note down your answers.

#### Task 2: During Reading

Speed Reading activity: Read the text '*Emotions in global perspective: do we all feel the same?*' as fast as possible. Aim for no more than 2 minutes.

If you took longer than 2 minutes, you need to keep practising so you can read more quickly.

**You do not need to fill in the blanks (1-8) yet.**

## ***Emotions in global perspective: do we all feel the same?***



We know that the people in our family, school and peer group affect the person we become. In addition, the mass 1. \_\_\_\_\_, particularly TV, affects our social development. Since every person's experiences and environment are somewhat different, does this mean that all people are completely distinct from one another? Or are there some 2. \_\_\_\_\_ that all people share? For example, do people the world over share similar feelings, and do they express them in the same way?

In fact, scientists have concluded that people throughout the world experience six basic emotions: anger, fear, disgust, happiness, surprise, and sadness. Moreover, people everywhere can easily recognise these emotions in the same distinctive facial expressions. This 3. \_\_\_\_\_ similarity means that much of our emotional life is universal – rather than culturally variable — and that the display of emotion is biologically programmed rather than determined by our environment.

But even if the reality of emotions is rooted in our biology, there are three ways in which emotional life differs throughout the world. First, what causes a specific emotion to 4. \_\_\_\_\_ from one society to another. Whether people define a particular situation as an insult (causing anger), a loss (causing sadness) or a mystical event (provoking surprise) depends on the cultural surroundings of the individual.

Second, people 5. \_\_\_\_\_ to the norms of their culture when displaying emotion. Every society has rules about when, where and to whom an individual may show certain emotions. For instance, people in the United States typically expect children to express emotions to parents, although adults are taught to guard their emotions in front of children.

Third, a society 6. \_\_\_\_\_ how people cope with emotions. Some societies encourage the expression of feelings, while others require a calmer 7. \_\_\_\_\_ of behaviour. Societies also display significant male/female differences on how to greet friends; whether they hug, kiss or simply shake hands. In northern Europe, most people consider emotional expression as feminine, expected of women but less in men. In other societies, however, this 8. \_\_\_\_\_-typing of emotions is less pronounced or even reversed.

Adapted from Macionis, J.J. and Plummer, K. (1997). *Sociology: A Global Introduction*. New York: Prentice Hall Europe

(Exercise adapted from Schmitt, D. and Schmitt, N. (2011). *Focus on Vocabulary 2*. White Plains New York: Pearson)

**Self Assessment – see check your understanding section.**

### Task 3: After Reading

Fill in the blanks in the text using the target words in the box. Use each word only once. You may need to change the form of the word.

affects	aspects	gender	style
apparent	conform	media	vary

### Vocabulary Notebooks

Keeping a vocabulary notebook has been proved to be a very effective way of learning and remembering vocabulary.

For each word you should include:

- its meaning
- part of speech
- grammar
- word family
- collocations
- pronunciation

### Task 4

Look at the example below of a vocabulary notebook entry for 'analyse'.

What do you think of this way of recording vocabulary?

Do you prefer to use a different layout? Look at the examples below. Are you familiar with any of these?

- spidergram
- columns
- bubbles
- pictures
- colour codes

There are a number of good online dictionaries you can use. The example below is from the **Cambridge Online Dictionary**.

In your Reflective Journal record an example of vocabulary similar to the one given below. Then add another but using a different layout. Write a few notes about which you prefer and why.

pronunciation  
showing word  
stress

part of speech and  
grammar  
(verb, transitive)

meaning from Cambridge online  
dictionary  
<https://dictionary.cambridge.org/>

**analyse /'ænləɪz/ (vt) US: analyse**

to study or examine something in detail, in order to discover more about it

**Example sentence:**

*Researchers analysed the purchases of 6,300 households.*

*Water samples taken from streams were analysed **for** contamination by chemicals.*

**Word family**

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
<u>Analyse</u>	<u>analysis</u> <u>/ə'næləsɪs/</u>	<u>analytical</u> <u>/.æne'ltɪkəl/</u>	<u>analytically</u>

from Academic  
Collocations List

**Collocations**

careful analysis, comparative analysis, conduct (an) analysis, critical analysis, detailed analysis, economic analysis, final analysis, full analysis, further analysis, historical analysis, qualitative analysis, quantitative analysis, statistical analysis, subsequent analysis, systematic analysis, textual analysis, thematic analysis, theoretical analysis, use (the) analysis, analytical approach, analytical tool

**Write your answers in your Reflective Journal.**

## **Task 5: Discipline specific vocabulary**

The **Using English for Academic Purposes** (UEFAP) website has several exercises which use words from the AWL and arranges them into discipline specific tasks.

Go to: <http://www.uefap.com/vocab/exercise/exercise.htm>

- Choose an exercise from 1 to 56 which is appropriate for your field of study.
- In each exercise there is a reading text in which target academic words are highlighted. There are also practice exercises which you can do to help you learn these words. Do **at least one** of these exercises. Aim to spend 20-30 minutes on this task.
- Record your answers for future discussion in your Reflective Journal

**Write your answers in your Reflective Journal.**



## **Task 6: Vocabulary notebook entries for discipline specific words**

You will now practise making a vocabulary notebook entry for **5-10 words** from your field of study. This should take about 20-30 minutes.

You might want to use the Academic Collocations List again:

<https://www.eapfoundation.com/vocab/academic/acl/>

Add these words to the examples from Task 5.

**Write your answers in your Reflective Journal.**

## **Task 7: Sharing knowledge**

If possible, work in groups of three or four and show your groupmates your vocabulary notebook entries.

Can you make any suggestions for improvements to your colleagues?

**Write your answers on the Discussion Board on Blackboard.**

# Check your Understanding

## Week 5



# Monday 3 August

## A talk: Want to be happier? Stay in the moment

### Task 3: Check your answers

**Paradox** (noun) = a situation or statement that seems impossible or confusing because it contains two opposite facts or characteristics.

**demographics** (noun) = data referring to populations and the different groups that make them up.

**intrinsic** (adjective) = extremely important – used to describe a characteristic of a person or thing.

**ubiquitous** (adjective) = used to describe an idea / thing that's found everywhere

**stray** = to start thinking or talking about a different subject from the one you should be giving attention to

### Task 4 Check your understanding

#### Stage 1 00:00 – 00:54

*According to the speaker, what is the paradox of happiness?*

Even though the conditions of our lives have improved, we haven't got any happier.

#### Stage 2 00:54 – 02:10

*a. What effects do income, education, gender and marriage have on happiness?*

*b. What factors does the speaker think are the big causes of happiness?*

a. They don't seem to have a particularly strong effect. The differences they make in happiness tend to be small.

b. The contents of our moment-to-moment experiences. What we're doing, who we're with, and what we're thinking about all have a big influence on our happiness.

#### Stage 3 02:10 – 03:30

*a. How does the [Trackyourhappiness.org](http://Trackyourhappiness.org) project work?*

*b. Do you think there's enough data to form a reliable study?*

a. It asks questions about moment-to-moment experiences at certain points throughout the day.

b. The study contains a large amount of data. This usually means the study is more reliable.

#### **Stage 4 03:30 – 04:45**

a. *What is 'mind-wandering'?*

b. *What is the possible relationship between mind-wandering and happiness?*

a. When we are working on a task / doing something but we are thinking about something else.

b. The speaker mentions two possibilities: 1. Maybe we need to stay focused on the moment. 2. On the other hand, we can go anywhere in our minds. Maybe they are going someplace happier. Possible increase in happiness.

#### **Stage 5 4.45 - 5.25**

*Listen to the speaker then take the survey:*

a. *How do you feel right now? Very bad (0) - very good (10)*

• *What are you doing at the moment?*

• *Are you thinking about something other than what you are currently doing?*

a & b Your own answers

Possible answers to c:

*No, I'm thinking about this lesson*

*Yes- I'm thinking about something pleasant*

*Yes – I'm thinking about something neutral/unpleasant*

#### **Stage 6 05:40-06:30**

a. *What were the findings of the study?*

b. *Do you find this surprising? Why? Why not?*

a. People are substantially less happy when their minds are wandering than when their minds are not wandering.

They are less happy when they are mind-wandering no matter what task they are doing.

b. Your own answer.

#### **Stage 7 06:30-08:25**

*How does the speaker explain the link between mind-wandering and unhappiness? Note down the most important points.*

Compare your notes:

Mind-wandering = often thinking about unpleasant things (worries, anxieties, regrets) = less happy.

Thinking about something neutral = less happy than when not mind-wandering.

Thinking about something pleasant = just slightly less happy than not mind-wandering.  
Mind-wandering has a strong relationship with being unhappy a short time later.  
No relationship between unhappiness now and mind-wandering a short time later.  
Mind-wandering seems to be a cause and not a consequence of unhappiness.

**Stage 8 08:30-9:25**

- a. *People mind-wander around \_\_\_\_\_% of the time.*
- b. *Does this surprise you? Do you think this is true for you?*

- a. 30%
- b. Your own answer

**Stage 9 9:25-10:00**

*How does the speaker hope the findings of his study will impact the future?*

Compare your notes with these:

The speaker thinks:

The findings can uncover a lot of important causes of happiness.

Scientific understanding of happiness will help create a future that's richer, healthier, and happier.

## Navigating a journal article 2

### Template

#### Part 1

<b>Student A ONLY: 1.1 Everyday Stress and Psychological Wellbeing</b>
<i>Transactional models:</i>
<i>Everyday irritants and wellbeing:</i>
<i>Limitations of traditional research:</i>
<i>Focus on positive outcomes:</i>
<b>Student B ONLY: 1.2 Positive Psychology</b>
<i>Positive psychology:</i>
<i>Subjective well-being:</i>

*Co-morbidity:*

*Individual variables as covitality factors:*

**Student C ONLY: 1.3 Psychological Strengths**

*Optimism:*

*Hope:*

*Self-control:*

*Academic-self-efficacy:*

*Resilience:*

## Part 2

### Whole group ONLY: 1.4 The Current Study

*Duration of study:*

*Time point measurements:*

*Proposed stress-SWB model:*

*Hypotheses:*



### Part 3

<p><b>Whole group ONLY: 4. Discussion</b></p> <p><b>Do the results of the research support the authors' hypotheses in section 1.4?</b></p>
<p><b><i>Hypothesis 1:</i></b></p> <p>Yes/ no?</p> <p>Evidence?</p>
<p><b><i>Hypothesis 2:</i></b></p> <p>Yes/ no?</p> <p>Evidence?</p>
<p><b><i>Hypothesis 3:</i></b></p> <p>Yes/ no?</p> <p>Evidence?</p>

# Tuesday 4 August

## Coherent writing

### Common types of transition signals

Meaning/ Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+ noun)  an additional (+ noun)
To introduce an opposite idea or contrast	on the other hand  in contrast	however nevertheless instead still nonetheless	but yet	although though even though whereas while	in spite of (+ noun)  despite (+ noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation	in fact indeed	that is			
To list in order	first, second, third  next, last, finally				the first, second, third, etc  the next, last, final
To introduce an example	for example for instance				an example of (+ noun)  such as (+ noun)

To introduce a conclusion or summary	clearly in brief in conclusion indeed in short in summary				
To introduce a result	as a consequence  as a result	therefore consequently hence thus accordingly	so		

### Transition phrases/conjunctive adverbs

Most words and phrases in these columns can be used at the beginning, in the middle, or at the end of an independent clause, and they are usually separated by commas.

Conjunctive adverbs are covered in the 'Sentence structure' lesson.

### Coordinating/subordinating conjunctions

Coordinating conjunctions and subordinating conjunctions are covered in the 'Sentence structure' lesson.

### Others

There are no punctuation rules for the words and phrases in this column, but students should be aware of their collocations, i.e. the words that usually follow these signals.

Adapted from Oshima, A. and Hogue, A. 2009. *Writing Academic English*. 4<sup>th</sup> edn. Pearson. pp.26-29.

## Task 1: Check your understanding

The authors have repeated the term *positive psychology* three times in the paragraph. The term is first used in the topic sentence because *positive psychology* is the topic of the paragraph. It appears again at the beginning of the second sentence because the author provides a definition. The third use is in the final sentence. It is used here to avoid confusion. If the authors had used *it*, the reader might become confused.

The recent development of positive psychology has introduced new variables relevant to coping with stress that may be relevant in explaining successful adjustment. Positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000); it emphasises an understanding of the processes and factors that contribute to the health,

success, and flourishing of individuals. Within positive psychology, happiness has been shown to equate with measures of subjective well-being (SWB) (Pavot and Diener 2008).

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. pp. 507-508.

## Task 2: Check your understanding

In the improved version of the text (below), **optimism** is repeated three times after the topic sentence. It is not necessary to change every **it** for two reasons. Firstly, this would result in too many uses of **optimism**. Secondly, it is now clear that the **it** in sentence 4 and in sentence 6 (after *but*) are now referring to the additional uses of **optimism** in sentences 3 and 6.

<sup>1</sup>Optimism has been defined in relation to dispositional optimism as a generalised positive outcome expectancy. <sup>2</sup>Individuals who possess positive expectations about future conduct are viewed to believe good outcomes will happen, perceive these outcomes as attainable, and persevere in goal-oriented efforts. <sup>3</sup>**Optimism** has been associated with lower stress, higher well-being, and the use of problem-focussed coping and social support, which in turn predicted better adjustment to university. <sup>4</sup>It was predictive of higher academic achievement, and was associated with greater subjective well-being. <sup>5</sup>Students higher in **optimism** tend to use more effective coping and respond to stressful demands with confidence that favourable outcomes will result from their endeavours and thus exercise lower stress levels. <sup>6</sup>In a study of first year UK undergraduates, **optimism** was found to be positively correlated with the life satisfaction element of subjective well-being, but it was not a predictor of life satisfaction and had no statistically significant relationship with positive affect.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 508.

## Task 3: Check your understanding

The incorrect pronouns *them* and *they* have been replaced with the correct pronoun *it*. Note that it was also necessary to change the verb *have* to suit the new singular pronoun.

Self-control is the ability to exercise restraint over behaviour to meet long-term interests. Students higher in **it** were found to have better academic performance and displayed better psychological adjustment. There is little research on self-control amongst undergraduates. **It has** been linked with greater problem-solving ability and problem-focussed coping.

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 509.

## Task 4: Check your understanding

Sample answer:

Optimism has been associated with lower stress, higher well-being, and the use of problem-focussed coping and social support, which in turn predicted better adjustment to university. **A positive outlook** was predictive of higher academic achievement, and was associated with greater subjective well-being. Students higher in **positivity** tend to use more effective coping and respond to stressful demands with confidence that favourable outcomes will result from their endeavours and thus exercise lower stress levels. In a study of first year UK

undergraduates, **being optimistic** was found to be positively correlated with the life satisfaction element of subjective well-being, but it was not a predictor of life satisfaction and had no statistically significant relationship with positive affect.

Adapted from Denovan, A. and Macaskill, A. 2017. Stress and Subjective Well-Being Among First Year UK Undergraduate Students. *Journal of Happiness Studies*. 18. p. 508.

## Task 5: Check your understanding

International students tend to overuse basic transition signals because you are often taught them as a quick way to achieve coherence in IELTS essays. The adapted paragraph has 'forced' coherence (i.e. unnecessary transition signals), whereas the original has good, natural coherence. Because of your previous writing classes in your own country, you may think the adapted paragraph is better, but the transition signals detract from, rather than improve the original. *However, remember that you **do need** transition signals in writing, but **do not overuse** them (like the adapted version).*

Original version:

Current research has not systematically explored the range of individual difference variables that may contribute to successful adjustment to the transition to university. The recent development of positive psychology has introduced new variables relevant to coping with stress that may be relevant in explaining successful adjustment. Positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000); it emphasises an understanding of the processes and factors that contribute to the health, success, and flourishing of individuals. Within positive psychology, happiness has been shown to equate with measures of subjective well-being (SWB) (Pavot and Diener 2008). SWB consists of three components; emotional reactions to events (positive affect and negative affect), and cognitive appraisal of fulfilment and satisfaction. Research has reported an inverse relationship between happiness as measured by SWB and stress (Schiffrin and Nelson 2010; Suh et al. 1996; Zika and Chamberlain 1992). Thus, SWB offers a means of assessing the effects of stress on a student's functioning beyond illness outcomes and gives a measure equivalent to happiness (Diener and Lucas 2000).

Adapted version:

Current research has not systematically explored the range of individual difference variables that may contribute to successful adjustment to the transition to university. **However**, the recent development of positive psychology has introduced new variables relevant to coping with stress that may be relevant in explaining successful adjustment. **Indeed**, positive psychology is a theoretical approach that focusses on positive individual traits, valued subjective experiences, and positive institutions (Seligman and Csikszentmihalyi 2000). **In addition**, it emphasises an understanding of the processes and factors that contribute to the health, success, and flourishing of individuals. **Moreover**, within positive psychology, happiness has been shown to equate with measures of subjective well-being (SWB) (Pavot and Diener 2008). **In fact**, SWB consists of three components; emotional reactions to events (positive affect and negative affect), and cognitive appraisal of fulfilment and satisfaction. **Finally**, research has reported an inverse relationship between happiness as measured by SWB and stress (Schiffrin and Nelson 2010; Suh et al. 1996; Zika and Chamberlain 1992). Thus, SWB offers a means of assessing the effects of stress on a student's functioning beyond illness outcomes and gives a measure equivalent to happiness (Diener and Lucas 2000).

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. pp. 507-508.

## Task 6: Check your understanding

- a. Optimism has been found to be positively correlated with the life satisfaction element of subjective well-being. **On the other hand**, it was not a predictor of life satisfaction.
- b. Students with higher levels of optimism may have lower stress. **As a consequence**, they tend to adjust better to university life.
- c. Positive psychology focusses on the positive aspects of human experience; **for example**, individual traits, valued subjective experiences, and positive institutions.
- d. Higher academic achievement is associated with optimism. **Indeed**, students who are more optimistic tend to cope better with the stressful demands of university study.

Adapted from Denovan, A. and Macaskill, A. 2017. Stress and Subjective Well-Being Among First Year UK Undergraduate Students. *Journal of Happiness Studies*. 18. p. 507-509

## Task 7: Check your understanding

Sample answers:

- a. Optimism is linked to **higher academic achievement**. This achievement results from students' more positive outlook on their abilities.
- b. Student well-being is affected by **positive expectations**. Positive expectations are related to the belief that the academic year will be successful because the student has confidence in their ability to learn and develop.
- c. Positive psychology focusses on **positive individual traits**. These traits help a person to have a more optimistic outlook on life.
- d. Happiness appears to be similar to **subjective well-being (SWB)**. SWB shares features of happiness, such as personal fulfilment and self-satisfaction.

## Task 8: Check your understanding

The following paragraphs are taken from the example essays in the *Essay Genres 1* and *Essay Genres 2* lesson. What type of logical order have the authors used to organise their paragraphs?

- a. One particular motivation for introducing such courses that's often overlooked in the literature may be financial. While the original intention may have been student-driven, Gleeson (2018) suspects that many universities which have considered introducing such courses have done so for the sake of profit margins. Following significant increases in tuition fees in countries such as the UK, a growth of up to £60,000,000 in annual profit is not uncommon for larger British universities (Jones, 2014). While this may certainly benefit university staff, there are two negative effects which have been reported in the literature because of the overall increase in tuition fees. The first, as highlighted by Benton (2016), is that parents may want to have input into the type of course their child selects due to the increased cost of such courses if they are paying

for the course. Secondly, and most importantly, students without much parental support are leaving university with considerably larger sums of debt, and this debt may be having a negative effect on alumni reports of personal wellbeing (Gleeson, 2018).

**Type of logical order: cause and effect**

- b. When comparing the two systems, the most obvious area to focus on is the way that learning is delivered. Distance learning is now largely online and is heavily dependent on technology, particularly the internet, for delivery of courses. On a face to face course, learners attend timetabled classes, workshops, seminars, tutorials and meetings in real time and space, although much of the course material and some course activity is now often available to them online as well. In contrast, when learning remotely, technology is the principal means of all types of communication. The flexibility this can provide means that students may be better able to learn at their own pace and follow their own timetable, but it also means that learners have to be well-organised and self-disciplined. They must be highly motivated to do well on online or distance courses.

**Type of logical order: compare and contrast**

## Wednesday 5 August

### Sentence structure

#### Task 2: Check your understanding

- I k. An agenda by the British government to widen participation has heartened students
- D l. That come from areas of society with historically low university participation levels
- D m. While participation in university education has widened
- I n. Government funding for students has seen a steady decline
- I o. This has increased the financial pressures on students
- I p. In the past, students were not required to pay university fees
- I q. The government contributed by giving a means-tested living allowance
- I r. However, these living allowances have now been succeeded by loans
- D s. Which has resulted in financial pressures for more students

- t. They now have to combine their studies with employment

Adapted from Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students'. *Journal of Happiness Studies*. 18. p. 506.

### Task 3: Check your understanding

Sample answers:

- a. Students must now take loans, **for** a living allowance is no longer available. (for)
- b. Students need to work part-time, and they must also study. (and)
- c. Students with have neither the time to work, **nor** do they have the time to study. (nor)
- d. The government tried to widen participation in university education, **but** they reduced funding for those students who need financial assistance. (but)
- e. The Government could reintroduce the means-tested living allowance, **or** they could provide better loanagreements. (or)
- f. More students from lower income families now attend university, **yet** they do not get financial support from the government. (yet)
- g. Some students cannot afford their tuition fees, **so** they find themselves in debt through loans. (so)

### Task 4: Check your understanding

Sample answers:

- a. Students must now take loans; **otherwise**, they cannot afford to pay tuition fees.
- b. Students need to work part-time; **in addition**, they must also study.
- c. Students need to work part-time; **consequently**, they have less time to study.
- d. The Government tried to widen participation in university education; **however**, they reduced funding for those students who need financial assistance.
- e. The Government could reintroduce the means-tested living allowance, or they could provide better loan agreements **as well**.
- f. More students from lower income families now attend university; **nevertheless**, they do not get financial support from the government.
- g. Some students cannot afford their tuition fees; **therefore**, they find themselves in debt through loans.

### Task 5: Check your understanding

- a. The UK government stopped providing means tested allowances; they introduced a loan system instead.
- b. Part-time employment is popular among students; they need the extra money to help cover the costs of living.
- c. Participation in university education has increased; students from a wider socioeconomic background now attend.



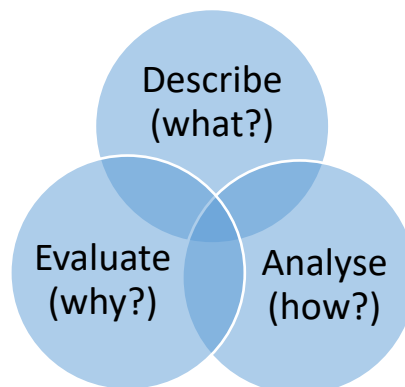
## Task 6: Check your understanding

Sample answers:

- Many students will have financial problems unless the government provides more financial support.
- Student well-being is likely to decline if they do not get support from their university.
- Universities will benefit financially from having more students, which might help to pay for better student support services, such as counselling.
- Although many students need to find work, some rely only on their loans to pay for tuition fees.
- Student debt increased when the government replaced the living allowance with loans.
- Even though the government has tried to encourage wider participation, there are still students who cannot afford to attend university.

# Thursday 6 August

## Constructing academic argument using thesis statements



## Task 2: Check your understanding

Match each writing type with one of the three key questions, *what*, *how* and *why*.

Describe	.....What?.....
Analyse	.....How?.....
Evaluate	.....Why?.....

As a very general estimate, your paper should contain approximately equal amounts of each type of writing.

However, always take time to analyse the question carefully in order to understand what proportions of different types of writing are required. The title or question can give you clues about what type of writing is most important in answering the question. If you haven't analysed the question well, your essay may have the wrong emphasis or focus and you will lose marks.

### Task 3: Check your understanding

Element	Sentence
P	1
Ev	2, 3
Ex	4
L	5

### Task 4: Check your understanding

Some argument paragraphs contain further elements in addition to P-E-E-L.

- a. Read this paragraph. Identify the P-E-E-L elements. Use the table below for your answers.

Sentence	Element
1	P – the paragraph argues for this claim
2	Ev – Evidence of a benefit
3	Ex – Explanation of what ‘better physical and mental health’ means for men’s lives
4	Ev/Ex – Evidence of other benefits and explanation (‘earn more money’)
5	
6	L – Link back to ideas in the paragraph

- b. What other elements does this paragraph contain?
- This paragraph/mini argument includes a counter claim, and a brief comment on it that rejects the counter-claim.

Sentence	Element
1	P – the paragraph argues for this claim
2	E – Evidence of a benefit

3	E – Explanation of what ‘better physical and mental health’ means for mens’ lives
4	E – Evidence of other benefits and explanation (‘earn more money’)
5	<b>Counter claim (‘Critics may argue...’)</b> <b>Dismissal of counter claim (‘but the evidence shows...’)</b>
6	L – Link back to ideas in the paragraph

c. What is the effect of the extra elements in this paragraph?

- The effect of including a counter-claim and a comment is to add balance to the mini-argument. This usually strengthens the argument, as long as it is done effectively.
- This second paragraph is more evaluative than the paragraph in the previous task. This is because it adds an alternative view, which it comments on and makes a decision about.

## Task 5: Check your understanding

Here is a third paragraph with an extreme view on the topic of child-rearing.

a. Read it and decide whether you agree with the writer’s idea.

Individual responses.

b. Analyse the sentences as you did for the previous paragraphs. Complete the table below.

Sentence	Element
1	P – This is the claim. The rest of the paragraph argues for it.
2	E – Evidence in the form of an opinion (no support provided)
3	E – Evidence in the form of an opinion (no support provided)
4	Ex – Explanation of negative impact of the traditional approach
5	Ex – Explanation of a further negative impact.
6	<b>Writer’s suggested solution</b>
7	Ex - Explains benefit of solution

<b>8</b>	<b>Counter claim to writer's solution</b>
<b>9</b>	<b>Rejection of counter claim.</b>
<b>10</b>	L - Reason for rejection of counter-claim, support for and link back to writer's solution.

- c. How does the alternative view in this paragraph differ from the alternative view in the previous paragraph?

*The alternative view in this paragraph does not appear to be from the literature. It is the writer exploring their own ideas for possible/potential counter-arguments.*

*If this was a university assignment, the argument (and essay) is less strong and less effective because the counter points and discussion of them are not based on sources in the literature.*

## Task 6: Before writing

Sentences b and d are thesis statements. They make claims that can be opposed or challenged.

- a. This paper focuses on that portion of the overall institutional framework which relates to the management of public servants.
- b. Downsizing is necessary for companies to survive. However, unless it is presented in a positive way, it will be difficult to carry out effectively.
- c. The main aim of this paper is to analyse career management in a small transitional administration and to draw conclusions about the development of careers in the civil service of Country X.
- d. This article argues that the key element distinguishing effective communication strategies is the proper management of uncertainty.

### Note:

**Sentence a** tells the reader what the paper will cover; it is about the 'scope' of the work.

**Sentence c** tells the reader what the paper aims to achieve.

## Task 7: Check your understanding

- a. Read the introduction to a simple example essay you saw in an earlier lesson and underline the thesis statement.
  - The thesis statement is the last sentence of this short introduction.

***It benefits society when family units living together include the older generation. What is your view on this matter?***

There has been talk in political circles that some responsibility for social welfare should be shifted from governments to families. This would involve a reversal for the current trend towards increasingly smaller families and would encourage several generations to live together in extended families. However, this is a dangerous policy that could lead to a variety of social problems, not only for the elderly people themselves, but also for the families that would have to look after them.

- b. Read the conclusion to the same essay and underline the restated thesis statement.
  - The underlined words are a paraphrase of the thesis statement.

In conclusion, it is clear that there could be drawbacks for families and the wider society if a return to living in extended families is encouraged. Individuals should be able to choose how they organise their living arrangements, and everyone should have the chance to enjoy the benefits of independent living.

## **EXTENSION - Constructing academic argument using thesis statements**

### **Extension task 1**

Writing that requires you to give an opinion, a judgment or a recommendation will benefit from having a thesis statement.

Decide whether essays for these titles from a range of subject areas would need a thesis statement. Choose Yes or No.

- a. To what extent do you consider the benefits of the Olympics justify the expense of staging the four-yearly event? **Yes / No**
- b. How is *Homo sapiens* adapted to environmental variation? **Yes / No**
- c. How can Archaeology be used to identify and explain the characteristics of the state? What are the key arguments used to explain increasing social complexity during a state's formation and in your view, which are the most convincing? **Yes / No**
- d. Critically assess the impact of the Covid 19 pandemic on the efficacy of the World Health Organisation. **Yes / No**
- e. What is the role of slow and fast twitch muscle fibres in exercise? **Yes / No**

**Note:** b and e above ask for explanations and factual information only. They do not require the writer to give an opinion or make a judgment so a thesis statement isn't necessary.

## Extension task 2

Are the following thesis statements? Why? / why not?

- a. This essay will look at the elements of the bilateral agreement, consider the advantages and disadvantages of decisions taken, and identify the flaws in the decision-making process that led to breaches in the agreed terms.

Yes / No because the writer indicates their position, which is that the process was faulty and this caused failures in the agreement.

- b. There are three important aspects to the rise of corporatism in the global economy.

Yes / No because this is not a clear position. It might be a generally accepted statement of fact.

- c. Although many may believe that modern democratic societies have achieved gender equality, the paper will show that this is in fact not the case, and that persistent and continuing inequality may be related to biological differences between males and females.

Yes / No because the writer's position is very clear.

- d. This paper will first consider the traits that Homo sapiens has evolved in order to be able to adapt to diverse environments. It will then look at how humans can adapt to temperature, solar radiation and altitude in terms of biological and behavioural adaptations.

Yes / No because this is not a thesis statement. This is an overview of the content in the essay body.

## Extension task 3

Locate and highlight the **thesis statement** in the following introduction:

Title: 'Taylorism and the Scientific Management model is still relevant today'. In what ways do you agree or disagree with this statement?

Introduction

It is argued that for large scale business enterprises, one of the great strengths of the Scientific Management model (the Taylor Approach) is that it rationalises and standardises production methods, which leads to improvements in efficiency and productivity and maximises profit. The Taylor Approach incorporates division of labour, repetition of simple movement, minimum training requirements and financial incentives. While the Approach has potential to be a source of economic success due to these efficiencies, a number of critics including Marshall (1919, cited by Caldari, 2007), Smith (1988), Greeves (1998) and Baker (2004) have pointed out that the model can lead to serious disadvantages for employees. Hoxie (1916a) and Braverman (1974) have been critical of Taylorist labour principles. Despite these criticisms, some academics and experts such as Locke (1982) and Huczynski and Buchanan (2013) argue that scientific management approaches continue to be relevant and effective in certain business, industrial and manufacturing contexts, such as high volume production. **This essay will demonstrate the advantages of Taylorism for employers, whilst also identifying key deficits in the theory from the perspective**

**of the workforce. It will suggest that a firm's operating context is an important determinant of success in applying scientific management principles to work design, with quantity-focused manufacturing industries best placed to benefit from the approach.** It will analyse specific examples of the Taylor approach and examine several theories to support the thesis and explain why the model continues to be relevant.

Exercises adapted from: Hopkins, D. and Reid, T (2018). *The Academic Skills Handbook*. London: Sage.

## Friday 7 August

### **Academic Word List 2: Learning Academic Vocabulary**

#### **Task 3: How well do you remember the target words?**

1. media
2. aspects
3. apparent
4. varies
5. conform
6. affects
7. style
8. gender

# Transcripts

## Week 5





# Monday 3 August

## Want to be happier? Stay in the moment

### 0.04-0.34

So, people want a lot of things out of life, but I think, more than anything else, they want happiness. Aristotle called happiness "the chief good," the end towards which all other things aim. According to this view, the reason we want a big house or a nice car or a good job isn't that these things are intrinsically valuable. It's that we expect them to bring us happiness.

### 0.34-0.55

Now in the last 50 years, we Americans have gotten a lot of the things that we want. We're richer. We live longer. We have access to technology that would have seemed like science fiction just a few years ago. The paradox of happiness is that even though the objective conditions of our lives have improved dramatically, we haven't actually gotten any happier.

### 0.55-1.43

Maybe because these conventional notions of progress haven't delivered big benefits in terms of happiness, there's been an increased interest in recent years in happiness itself. People have been debating the causes of happiness for a really long time, in fact for thousands of years, but it seems like many of those debates remain unresolved. Well, as with many other domains in life, I think the scientific method has the potential to answer this question. In fact, in the last few years, there's been an explosion in research on happiness. For example, we've learned a lot about its demographics, how things like income and education, gender and marriage relate to it. But one of the puzzles this has revealed is that factors like these don't seem to have a particularly strong effect. Yes, it's better to make more money rather than less, or to graduate from college instead of dropping out, but the differences in happiness tend to be small.

### 1.43-2.10

Which leaves the question, what are the big causes of happiness? I think that's a question we haven't really answered yet, but I think something that has the potential to be an answer is that maybe happiness has an awful lot to do with the contents of our moment-to-moment experiences. It certainly seems that we're going about our lives, that what we're doing, who we're with, what we're thinking about, have a big influence on our happiness, and yet these are the very factors that have been very difficult, in fact almost impossible, for scientists to study.

### 2.10-3.30

A few years ago, I came up with a way to study people's happiness moment to moment as they're going about their daily lives on a massive scale all over the world, something we'd never been able to do before. Called [trackyourhappiness.org](http://trackyourhappiness.org), it uses the iPhone to monitor people's happiness in real time. How does this work? Basically, I send people signals at random points throughout the day, and then I ask them a bunch of questions about their moment-to-moment experience at the instant just before the signal. The idea is that, if we can

watch how people's happiness goes up and down over the course of the day, minute to minute in some cases, and try to understand how what people are doing, who they're with, what they're thinking about, and all the other factors that describe our day, how those might relate to those changes in happiness, we might be able to discover some of the things that really have a big influence on happiness. We've been fortunate with this project to collect quite a lot of data, a lot more data of this kind than I think has ever been collected before, over 650,000 real-time reports from over 15,000 people. And it's not just a lot of people, it's a really diverse group, people from a wide range of ages, from 18 to late 80s, a wide range of incomes, education levels, people who are married, divorced, widowed, etc. They collectively represent every one of 86 occupational categories and hail from over 80 countries.

### **3.30-4.48**

What I'd like to do with the rest of my time with you today is talk a little bit about one of the areas that we've been investigating, and that's mind-wandering. As human beings, we have this unique ability to have our minds stray away from the present. This guy is sitting here working on his computer, and yet he could be thinking about the vacation he had last month, wondering what he's going to have for dinner. Maybe he's worried that he's going bald. (Laughter) This ability to focus our attention on something other than the present is really amazing. It allows us to learn and plan and reason in ways that no other species of animal can. And yet it's not clear what the relationship is between our use of this ability and our happiness. You've probably heard people suggest that you should stay focused on the present. "Be here now," you've probably heard a hundred times. Maybe, to really be happy, we need to stay completely immersed and focused on our experience in the moment. Maybe these people are right. Maybe mind-wandering is a bad thing. On the other hand, when our minds wander, they're unconstrained. We can't change the physical reality in front of us, but we can go anywhere in our minds. Since we know people want to be happy, maybe when our minds wander, they're going to someplace happier than the place that they're leaving. It would make a lot of sense. In other words, maybe the pleasures of the mind allow us to increase our happiness with mind-wandering.

### **4.48-5.40**

Well, since I'm a scientist, I'd like to try to resolve this debate with some data, and in particular I'd like to present some data to you from three questions that I ask with Track Your Happiness. Remember, this is from sort of moment-to-moment experience in people's real lives. There are three questions. The first one is a happiness question: How do you feel, on a scale ranging from very bad to very good? Second, an activity question: What are you doing, on a list of 22 different activities including things like eating and working and watching TV? And finally a mind-wandering question: Are you thinking about something other than what you're currently doing? People could say no -- in other words, I'm focused only on my task -- or yes -- I am thinking about something else -- and the topic of those thoughts are pleasant, neutral or unpleasant. Any of those yes responses are what we called mind-wandering.

### **5.40-6.34**

So what did we find? This graph shows happiness on the vertical axis, and you can see that bar there representing how happy people are when they're focused on the present, when they're not mind-wandering. As it turns out, people are substantially less happy when their minds are wandering than when they're not. Now you might look at this result and say, okay, sure, on average people are less happy when they're mind-wandering, but surely when their minds are straying away from something that wasn't very enjoyable to begin with, at least then mind-wandering should be doing something good for us. Nope. As it turns out, people are less

happy when they're mind-wandering no matter what they're doing. For example, people don't really like commuting to work very much. It's one of their least enjoyable activities, and yet they are substantially happier when they're focused only on their commute than when their mind is going off to something else. It's amazing.

### **6.34-7.16**

So how could this be happening? I think part of the reason, a big part of the reason, is that when our minds wander, we often think about unpleasant things, and they are enormously less happy when they do that, our worries, our anxieties, our regrets, and yet even when people are thinking about something neutral, they're still considerably less happy than when they're not mind-wandering at all. Even when they're thinking about something they would describe as pleasant, they're actually just slightly less happy than when they aren't mind-wandering. If mind-wandering were a slot machine, it would be like having the chance to lose 50 dollars, 20 dollars or one dollar. Right? You'd never want to play.

### **7.16-8.23**

So I've been talking about this, suggesting, perhaps, that mind-wandering causes unhappiness, but all I've really shown you is that these two things are correlated. It's possible that's the case, but it might also be the case that when people are unhappy, then they mind-wander. Maybe that's what's really going on. How could we ever disentangle these two possibilities? Well, one fact that we can take advantage of, I think a fact you'll all agree is true, is that time goes forward, not backward. Right? The cause has to come before the effect. We're lucky in this data we have many responses from each person, and so we can look and see, does mind-wandering tend to precede unhappiness, or does unhappiness tend to precede mind-wandering, to get some insight into the causal direction. As it turns out, there is a strong relationship between mind-wandering now and being unhappy a short time later, consistent with the idea that mind-wandering is causing people to be unhappy. In contrast, there's no relationship between being unhappy now and mind-wandering a short time later. In other words, mind-wandering very likely seems to be an actual cause, and not merely a consequence, of unhappiness.

### **8.23-9.27**

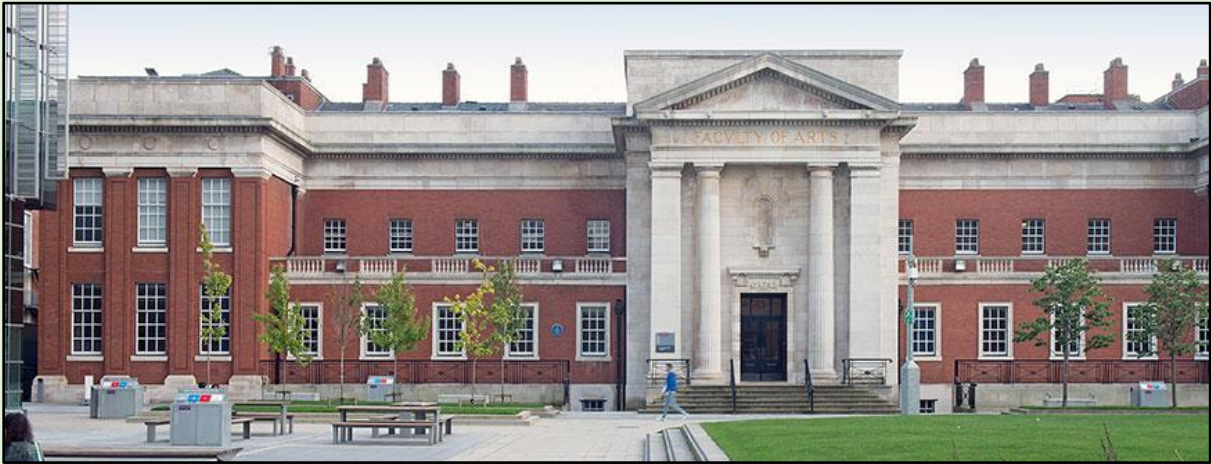
A few minutes ago, I likened mind-wandering to a slot machine you'd never want to play. Well, how often do people's minds wander? Turns out, they wander a lot. In fact, really a lot. Forty-seven percent of the time, people are thinking about something other than what they're currently doing. How does that depend on what people are doing? This shows the rate of mind-wandering across 22 activities ranging from a high of 65 percent — (Laughter) — when people are taking a shower, brushing their teeth, to 50 percent when they're working, to 40 percent when they're exercising, all the way down to this one short bar on the right that I think some of you are probably laughing at. Ten percent of the time people's minds are wandering when they're having sex. (Laughter) But there's something I think that's quite interesting in this graph, and that is, basically with one exception, no matter what people are doing, they're mind-wandering at least 30 percent of the time, which suggests, I think, that mind-wandering isn't just frequent, it's ubiquitous. It pervades basically everything that we do.

### **9.27-end**

In my talk today, I've told you a little bit about mind-wandering, a variable that I think turns out to be fairly important in the equation for happiness. My hope is that over time, by tracking people's moment-to-moment happiness and their experiences in daily life, we'll be able to

uncover a lot of important causes of happiness, and then in the end, a scientific understanding of happiness will help us create a future that's not only richer and healthier, but happier as well. Thank you.

Killingsworth, M. (2012) *Want to be happier? Stay in the moment*. Available at: [https://www.ted.com/talks/matt killingsworth want to be happier stay in the moment](https://www.ted.com/talks/matt_killingsworth_want_to_be_happier_stay_in_the_moment), (Accessed: 11 July 2019)



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