

# Writing for Academic Purposes

CLA 209



*University of Ibadan Distance Learning Centre  
Open and Distance Learning Course Series Development*

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## **Vice-Chancellor's Message**

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



**Prof. Abel Idowu Olayinka**

Vice-Chancellor

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## **Foreword**

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

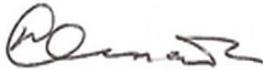
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', written in a cursive style.

**Professor Bayo Okunade**

Director

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## About this course manual

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Writing for Academic Purposes CLA 209 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

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### How this course manual is structured

#### The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

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We strongly recommend that you read the overview *carefully* before starting your study.

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#### The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

## Your comments

After completing Writing for Academic Purposes we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

## Course Overview

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### **Welcome to Writing for Academic Purposes CLA 209**

*"The mere habit of writing, of constantly keeping at it, of never giving up, ultimately teaches you how to write."*

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**Gabriel Fielding (British novelist 1916-1986)**

You should know that writing is a skill that is required in many contexts throughout your life. As this course material is about academic writing, your concern should be on how to improve your skills to succeed academically and to borrow a leaf from Fielding's statement cited above. However, you should know that academic writing is different from other forms of writing. It is a special genre of writing that prescribes its own set of rules and practices. Mastery of those rules and practices becomes inevitable for any student who looks forward to a successful career after school as life becomes more formal and communication more written as one climbs higher on the career ladder. This course is designed to expose you to the basic structure of academic writing, its rules and conventions and to provide you with a practical guide for academic writing.

# Getting around this course manual

## Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

 <b>Activity</b>	 <b>Assessment</b>	 <b>Assignment</b>	 <b>Case study</b>
 <b>Discussion</b>	 <b>Group Activity</b>	 <b>Help</b>	 <b>Outcomes</b>
 <b>Note</b>	 <b>Reflection</b>	 <b>Reading</b>	 <b>Study skills</b>
 <b>Summary</b>	 <b>Terminology</b>	 <b>Time</b>	 <b>Tip</b>

## Study Session 1

# Describing Sentence

## Introduction

We will be starting this course by examining sentence. We will commence with the definitions of a sentence. You will also examine the difference between sentence and other grammatical units.

## Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 1.1 *define* a sentence
- 1.2 *distinguish* between a sentence and other grammatical units

## Terminology

<b>Sentence</b>	A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.
<b>Paragraph</b>	A subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line.

## 1.1 Defining Sentence

A sentence can be defined as a group of words that contains **a subject** and **a verb** and expresses **a complete thought**. You should know that a sentence begins with **a capital letter** and ends with **a period**. You should know that a sentence is not defined by its length, but by whether it contains a subject and a finite verb and expresses a complete thought. In addition, you should be aware that successful academic writing as a form of communication depends on your knowledge of composing error free sentences. Examples of sentence that possess these qualities are given below:

1. The man **died**.
2. **While you're coming** from the bank **don't forget** my present.

## ITQ

### Question

“**The man with the dancing horse**” is a sentence according to the definition above. True or False?

### Feedback

The correct answer is False. The example above is a phrase. The “dancing” in the example is part of the qualifiers for the Head “the man”.

## 1.1.1 Difference between Sentence and other Grammatical Units

Already, you have been taught the definition of sentence with examples. Unlike sentence that contains a subject, a finite verb, and expresses a complete thought, other grammatical units such as **phrase** and **subordinate clause** do not usually possess all these qualities in each of them at a time. A phrase is a group of related words that has a headword, while a subordinate clause is a group of related words that has a subject and a finite verb, but that does not express a complete thought. However, you should know that students sometimes mistake these two units for a sentence. Consider the following examples:

- a) After a long winding session in the auditorium
- b) Sitting alone on greenish corn field for the past eight hours without doing anything
- c) Kemi **is** a diligent worker.
- d) What the women **want** on this occasion
- e) If it **is** possible, I **will pray** and **succeed** in life.

Examples (a) and (b) are mere phrases in spite of their length, while (c) and (e) are the only sentences in the five samples which possess all the qualities of sentence. (d) is an example of subordinate clause.

## ITQ

### Question

A sentence is a group of related words that must possess a subject, -----, a complete thought and a period.

While a phrase does not possess the qualities of a finite verb, a period and a complete thought, a subordinate clause only lacks-----.

### Feedback

- a finite verb
- a complete thought

## 1.2 Sentence Components

There are five essential components that you can employ to form any sentence. These include **Subject, Object, Verb, Complement and Adjunct**. Yet, the most important of these components is **Verb**. This component alone can be used to form a sentence because without it in a sentence such a sentence is meaningless. A **Subject** (nouns, pronouns, noun phrase, noun clause, infinitival phrase and gerundive phrase) functions as a performer/doer of an action, while an **Object** ((nouns, pronouns, noun phrase, noun clause, infinitival phrase and gerundive phrase) acts as a receiver of the action performed by the subject in a sentence. A **Verb** (verb, verb phrase and phrasal verb) is the catalyst, action word, thought or predicator in a sentence, or expresses a state of being. As indicated earlier, verb is the obligatory element of a sentence. A **Complement** (nouns, pronouns, noun phrase, noun clause, infinitival phrase gerundive phrase and adjectives) provides more information about subject and object, or modifies these two components in a sentence. Lastly, an **Adjunct** (adverb, adverbial phrase, prepositional phrase, infinitival phrase and gerundive phrase) modifies verb in a sentence. **More importantly, you should know that your previous knowledge of parts of speech will aid you in being able to draw examples of sentence components so as to form good sentences for academic writing.** Therefore, you will need to revisit your GES 101 and CLA 102 course materials if you are still having any problem with that.

### ITQ

#### Question

Compulsory components of the English sentence are Subject, Verb or Verb alone. Could this be true?

#### Feedback

This is true. A sentence is mainly made up of at least a subject and verb. In some other cases, only a verb can be a sentence. For example “Go”.

### 1.2.1 Sentence Patterns

Having already learnt sentence components, the next thing you need to know is identifying sentence patterns. There are two ways of looking at patterns in sentence that involve the components. You could say they are categories. The first is **Subject-Predicate** category. Sentence pattern in this form has the subject separate and other components together but separate. Examples are these in the box.

No	Subject	Predicate
1	Kemi	is a diligent worker.
2	Drinking while driving	causes most vehicular accidents on the highways.
3	Most African leaders	do not have the will even if there are several ways.

The second category involves the use of the five sentence components to form different patterns. You can observe examples in the box below.

No	Subject	Verb	Object	Complement	Adjunct	Pattern
1	Kemi	Is	-	a diligent worker.	-	SVC
2	Drinking while driving	Causes	vehicular accidents	-	on the highways.	SVOA
3	The man	died.	-	-	-	SV
4	They	have reported	the offender.	-	-	SVO
5	Nojeem	cut in	-	-	rudely.	SVA
6	-	Leave!	-	-	-	V

You should know that understanding sentence at this level will immensely aid you in any form of academic writing.

### ITQ

#### Question

Why is verb as a sentence component is most important.

The best way of mastering examples of sentence components is-----

#### -Feedback

1. Sentence is meaningless without it.
2. through parts of speech knowledge

## 1.3 Sentence Types Based on Structure, Function and Style

After learning the meaning and components of sentence, you need to develop the skill to identify sentence types based on structure and

function. Sentences based on structure/form can be distinguished through the **thought (s) expressed, verb** and **structure** contained in the sentences. There are four types of sentence based on structure/form. **Simple sentence** usually expresses one thought with a verb or verb phrase. An independent clause serves as a simple sentence. Examples include the following:

1. The man **died**.
2. Drinking while driving **causes** most vehicular accidents on the highways.
3. Kemi **is** a diligent worker.

**Complex sentence** is a combination of one **independent clause** and one or two **subordinate clauses**, which means that it contains more than one verb. You could construct complex sentences with subordinate clause types such as **noun clause, adjectival clause and adverbial clause**. Examples of complex sentence are the following:

1. The man died in whom kept silence in the face oppression.
2. Kemi is a diligent worker that everybody should be emulated, whenever they are doing their daily business.
3. While you're coming from the bank don't forget my present.

**Compound sentence** is a combination of simple sentences that is joined together by coordinating conjunctions such as **and, but, or**. You should know that some compound sentences can be short if they have one subject. Those that are long usually have more than one subject in a sentence. The following are examples of compound sentence:

1. The man **fought and died** in the civil war.
2. The players **gave** the match their best **but could not overcome** their opponents.
3. Ade **started** the project, **but** John **completed** it.

**Compound-Complex sentence** is a combination of at least two simple sentences (compound sentence) and one or two subordinate clauses. This means that you could add one or more subordinate clauses to a compound sentence to form compound-complex sentence. The following are examples of compound-complex sentence:

1. Ade started the project **before he travelled abroad**, but John completed it.
2. The man **who had given me this present before he died** fought and died in the civil war.
3. The players gave the match their best but could not overcome their opponents **when they met in July last year**.

The next category of sentence is sentence based on function. There are also four types of sentence based on function. You can distinguish these sentences through punctuations. **Declarative sentence expresses facts, opinions that can be in negative and positive form**. Declarative sentence ends with a period. Examples include the following:

1. The man fought and died in the civil war.
2. They don't know their blood parents.

**Interrogative sentence asks questions and ends with interrogative mark.** Examples include the following:

1. Is Kemi a diligent worker?
2. Don't they know their blood parents?

Another type is **imperative sentence**. It is used to give command. You should know that it is sometimes called command sentence. Also, imperative sentence does not begin with a subject but a verb. Examples are the following:

1. Leave me alone.
2. Live and let live.

The last type of sentence according to function is **exclamatory sentence**. It expresses a strong emotion of joy or sorrow, surprise or wonder. It ends with exclamation mark. Examples are given below:

1. What a goal!
2. Jesus Christ of Nazareth!

### 1.3.1 Sentence Styles

Now that you have understood sentence type based on structure/form and function, you will be exposed to other ways of writing sentences. Ordinarily, in most cases when you write sentences you begin them with subjects. But, you could start some sentences with verbs. Meanwhile, sentence style requires that your sentence does not have to start with the normal sentence patterns. **Inversion** is one of the sentence styles. It means changing the normal word order (**SVO**) in the sentence where a subject starts a sentence. Examples include these:

1. Here come the champions of Africa.
2. Never have I enjoyed a vacation in my life.
3. Should you come home next week see me.

Another sentence style is **passivity**. It varies the way information is given in a sentence by putting emphasis on what (the object) comes first. The following are examples:

1. All our arrears have been paid by the government.
2. Your application is being considered at the moment.

There is also **fronting** style of writing sentence. It involves changing the order of clauses in a sentence and putting first for emphasis a clause that would usually not be the first. Examples include:

1. Where the money is coming from, I don't know.
2. When he would return, nobody knows.

**Cleft or pseudo cleft** style of sentence is a way of introducing a sentence by *it is* or *it was* or by a clause beginning with *what*. Examples include these:

1. **It was** because I loved him.
2. **What you need** now is a holiday.

## ITQ

### Question

Subordinate clause is found in which sentence structure?

A sentence that begins with *it is* or *it was* or *what* clause is-----.

### Feedback

complex and compound-complex sentence

cleft or pseudo cleft sentence

## 1.4 Common Errors Associated with Sentence

There are many errors associated with sentences. These errors are discussed below:

### 1.4.1 Sentence Concord Errors

In this unit, you should know that concord errors in sentence comprise subject-verb agreement, pronoun-antecedent agreement, shift in pronoun, shift in verb tense, incorrect verb tense or form and misplaced or dangling modifiers. Ordinarily, **subject-verb agreement errors** in your sentence arise from (a) a subject that follows the verb, (b) a subject that is separated from the verb by an intervening prepositional phrase, (c) a collective noun as the subject, (d) a noun of amount as the subject, (e) a compound subject that is joined by *and*, (f) a compound subject that is joined by *or* or *nor*, (g) a compound subject that is preceded by *many a*, *every*, or *each*, (h) a subject that is separated from the verb by an intervening expression. Below are examples of sentences that contain these errors which will be highlighted and underlined:

1. From the rear of the colourful procession **come the special guest of honour.**
2. **The sources** of our revenue **has increased** for the past one month.
3. **The committee disagree** on the sharing formula. (referring to the committee as a whole)
4. **Seventy trillion naira were stolen** under this government.
5. **Fried rice and fish are** on the menu today. (if they belong to a unit)
6. Either **the CEO or his associates was expected** at the meeting yesterday. (the closer subject)
7. **Many a** boy and girl **have** inordinate ambitions these days.
8. **Chief Abegunde,** as well as **his numerous wives, were counted** last month.

If you have observed these errors very well, you will realise that they concern your knowledge of subject-verb agreement. You should note that singular verbs take inflections of any form (-s, -es, -ies, -ves) and are used with singular subjects in sentences. Similarly, plural verbs, rarely take

inflections except in irregular words, are used with plural subjects. The corrected versions of the sentences are the following:

1. From the rear of the colourful procession **comes the special guest of honour**.
2. **The sources** of our revenue **have increased** for the past one month.
3. **The committee disagrees** on the sharing formula. (referring to the committee as a whole)
4. **Seventy trillion naira was stolen** under this government.
5. **Fried rice and fishis** on the menu today. (if they belong to a unit)
6. Either **the CEO or his associates were expected** at the meeting yesterday. (the closer subject)
7. **Many a** boy and girl **has** inordinate ambitions these days.
8. **Chief Abegunde**, as well as **his numerous wives**, **was counted** last month.

In addition, other concord errors in your sentence construction arise from **shift in pronoun**. For instance, shift in pronoun could arise from (a) a singular antecedent that can be either male or female, (b) a second-person pronoun that refers to a third-person antecedent, and (c) a singular indefinite pronoun as an antecedent. The following sentences contain such errors:

1. **A good teacher** treats **his** students very well.
2. **Segun and Bode** like to travel round the world because it gives **you** more experience.
3. **Neither** of the boys remembered to bring **their** lunch.

Therefore, you can correct these errors by, (a) **rewording the sentence to use *he or she, him or her, and so on***, or **rewording the sentence so that both the antecedent and the pronoun are plural**, or **rewording the sentence to eliminate the pronoun**; (b) **using the appropriate third-person pronoun**, or **using an appropriate noun instead of a pronoun**, and (c) **determining whether the indefinite pronoun antecedent is singular or plural, and making the noun agree**. The corrected versions of the sentences are the following:

1. **Good teachers** treat **their** students very well.
2. **Segun and Bode** like to travel round the world because it gives **them** more experience.
3. **Neither** of the boys remembered to bring **their** lunch.

Another concord error is shift in pronoun. You should realise that these errors occur when there is an incorrect shift in person between two pronouns. Observe these examples:

1. **They** spent their last holiday in Disneyland where **you** could see wonderful things.
2. **One** has choices to make in life: **you** can either move ahead or remain in place.

So, you can correct these errors of shift in pronoun by (a) replacing the incorrect pronoun with a pronoun that agrees with its antecedent, or (b) replacing the incorrect pronoun with an appropriate noun. Consider these corrected sentences below:

1. **They** spent their last holiday in Disneyland where **they** could see wonderful things.
2. **One** has choices to make in life: **one** can either move ahead or remain in place.

There is also shift in tense concord error. You should know that this happens when there is (a) an unnecessary shift in tense, and (b) a lack of correct shift in tenses to show that one event precedes or follows another. The following are examples of sentences that contain these errors:

1. Whenever Alice **watches** the news, she **paid** particular attention to the weather report.
2. By the time Fatai **arrived** we **left**.

You can correct these errors by (a) using the same tense for both verbs when two or more events occur at the same time, and (b) shifting from the past tense to the past perfect tense to indicate that one action began and ended before another past action began. Consider these corrected sentences below:

1. Whenever Alice **watches** the news, she **pays** particular attention to the weather report.
2. By the time Fatai **arrived** we **had left**.

Moreover, another concord error could arise from incorrect verb tense or form. You need to know that it could come as (a) an incorrect or missing verb ending, (b) an improperly formed irregular verb, (c) confusion between the past form and the past participle and (d) improper use of the past participle. The following are examples of sentences that contain these errors:

1. **Have** you ever **wish** for a second chance?
2. Max **creeped** along behind the hedges looking for the ball.
3. Kathrine **has drank** the last of the juice.
4. We **sung** all our favourite songs for the guests.

Meanwhile, you can correct these errors by (a) adding *-ed* to a regular verb to form the past tense and the past participle, (b) using the correct past or past participle form of an irregular verb, (c) using the past participle form of an irregular verb, not the past form, when you use the auxiliary verb *have* and (d) adding the auxiliary verb *have* to the past participle to form a complete verb, or replacing the past participle with the past form of the verb. Consider these corrected sentences below:

1. **Have** you ever **wished** for a second chance?
2. Max **crept** along behind the hedges looking for the ball.
3. Kathrine **has drunk** the last of the juice.
4. We **sang** all our favourite songs for the guests.

Lastly, sentence concord errors could also happen through (a) dangling modifiers, (b) and (c) misplaced modifiers. You could commit these errors in your construction. The following are examples of sentences that contain these errors:

1. **Having lost the directions**, the house was hard to find.
2. Juana **only** eats mushrooms on her pizza.
3. The woman in the front row **with the red dress** is our new swimming coach.

Now, you can correct these errors by (a) rewriting the sentence, adding a noun to which the dangling phrase clearly refers. Often you will have to add other words, too; (b) placing the adverb only immediately before the word or group of words it modifies. Note that each time only is moved in the sentence, the meaning of the sentence changes, and (c) moving the misplaced phrase as close as possible to the word or words it modifies. Consider these corrected sentences below:

1. **Having lost the directions**, we had trouble finding the house.
2. Juana **only** eats mushrooms on her pizza. (you could derive any meaning you like depending on where you place *only*)
3. The woman **with the red dress** in the front row is our new swimming coach.

## ITQ

### Question

**Complete the sentence with the appropriate verb.**

1. Politics ..... a dirty game
2. One of us ..... away
3. Our father, in conjunction with our lecturers, ..... teaching us
4. The news ..... Good
5. This furniture ..... bad

### Feedback

1. is
2. is
3. is
4. is
5. is

## 1.4.2 Sentence Fragment Errors

On many occasions, students do commit fragment errors in their academic writing. You should know that a sentence fragment is only part of a sentence or half of a sentence. It means it is not a complete sentence. Meanwhile, sentence fragment errors arise from (a) **fragment that lacks a subject**, (b) **fragment that lacks a complete verb**, (c) **fragment that is a subordinate clause** and (d) **Fragment that lacks both a subject**

**and a verb.** Below are examples of sentences that contain these errors which will be highlighted and underlined:

1. Ayinla gave me this pen. Thought it might be useful.
2. The silence was broken by his entrance. Several people in the meeting waiting for him.
3. Linda returned the novel to the library. Although she had not read the last four chapters.
4. The police eventually arrested robbers. In the bank operation.

To correct these fragment errors, you need to (a) add a subject to the fragment to make it a complete sentence; (b) add a complete verb or a helping verb to make the sentence complete, or combine the fragment with another sentence; (c) combine the fragment with another sentence, or rewrite the fragment as a complete sentence, eliminating the subordinating conjunction or the relative pronoun and adding a subject or other words necessary to make a complete thought, and (d) combine the fragment with another sentence. The corrected versions of the fragmented sentences are presented below:

1. Ayinla gave me this pen. He/I thought it might be useful.
2. The silence was broken by his entrance. Several people in the meeting were waiting for him.
3. Linda returned the novel to the library, although she had not read the last four chapters.
4. The police eventually arrested robbers, in the bank operation.

### 1.4.3 Sentence Parallelism Errors

In this unit, you will be taught about errors that arise from parallelism in your sentence. Parallelism is a balance within one or more sentences of similar phrases or clauses that have the same grammatical structure. The application of parallelism improves your writing style. Therefore, parallelism within sentence exists between similar grammatical structures/levels such as (a) word, (b) phrase and (c) clause. Meanwhile, parallelism errors happen when you mix up these structures in the same sentence. Examples of such include the following:

1. The lady likes dancing and to cook.
2. The king was flattered by the chiefs, praised by his family but the people hated him.
3. Charles believes that courage is better than fearing and that faith is truer than doubt.

Having seen these examples, you should know that correcting these errors is not difficult. You will make the grammatical structures similar. The corrected versions of the sentences are below:

1. The lady likes dancing and cooking.
2. The king was flattered by the chiefs, praised by his family but hated by the people.
3. Charles believes that courage is better than fear and that faith is truer than doubt.

## 1.4.4 Sentence Run-ons or Comma Splices Errors

In this unit, you will be taught the last set of common errors associated with sentences in academic writing. To start with, run-on or comma splice errors happen when (a) two main clauses are separated only by a comma, (b) there are two main clauses with no punctuation between them, and (c) there are two main clauses with no comma before the coordinating conjunction. Here are examples of sentences with these errors:

1. Danjibo could not attend the meeting, he had a previous commitment.
2. Ada writes good poetry one of her poems was recently published.
3. Last year Julius won the contest easily but this year the competition is stiffer.

To correct run-on or comma splice errors in your sentences, you need to **(a) replace the comma with a period or a question mark, and begin the new sentence with a capital letter, or place a semicolon between the two main clauses, or add a coordinating conjunction after the comma; (b) separate the main clauses with an end mark of punctuation, such as a period or a question mark, and begin the second sentence with a capital letter, or separate the main clauses with a semicolon, or add a comma and a coordinating conjunction between the main clauses, and (c) add a comma before the coordinating conjunction to separate the two main clauses.** The corrected versions of the sentences are below:

1. Danjibo could not attend the meeting. He had a previous commitment.
2. Ada writes good poetry; one of her poems was recently published.
3. Last year Julius won the contest easily, but this year the competition is stiffer.

### ITQ

#### Question

##### Identify and Correct the Errors in the following Sentences

- a. There go the celebrant of the day.
- b. If you pay me a visit at all. I want to see you please.
- c. She likes listening, speaking, to read and does writing
- d. Lara told us the story then she left before anybody could ask questions.

#### Feedback

- a. There **goes** the celebrant of the day.
- b. I want to see you please **if you pay me a visit at all.**
- c. She likes listening, speaking, **reading and writing.**
- d. Lara told us the story; then she left before anybody could ask questions.

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## Study Session Summary



### Summary

In this Study Session, you have been taken through what it takes to comprehend a sentence in academic writing. You have been shown how to describe sentence, identify sentence components, distinguish sentence types based on structure, function and style and identify errors common to sentence as written communication tool.

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## Assessment



### Assessment

#### SAQ 1.1 (tests Learning Outcome 1.1)

“The man with the dancing horse” is a sentence according to the definition. True or False?

#### SAQ 1.2 (tests Learning Outcomes 1.2)

**Compulsory components of the English sentence are Subject plus Verb or Verb alone.** Could this be true?

#### SAQ 1.3 (tests Learning Outcomes 1.3.1)

Identify the following sentences based on structure:

- a. Come and eat if you like
- ii. The singing toy is mine.
- iii. We are free at last because we fought hard.
- iv. I ate bread and butter but did not drink tea.
- v. The man whose daughter is a banker has arrived.

#### SAQ 1.4 (tests Learning Outcomes 1.3.2)

Give 2 examples each for sentence style of inversion and passivity.

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## Bibliography



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## Study Session 2

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# Paragraph Development

## Introduction

This study session will take you through the skills required of you in developing good paragraphs for your various academic writing. First, you have been taught how to compose error free sentences in the previous sessions. So, what you will discuss here will add to the foundation you have had on sentence construction. For you to continue the knowledge in academic writing, you will be exposed to definition, components, types, functions, qualities of paragraph.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 2.1 *define* paragraph
- 2.2 *identify* components of paragraph
- 2.3 *describe* qualities of paragraph
- 2.4 *identify* types of paragraph
- 2.5 *describe* functions of paragraph

## Terminology

<b>Topic sentence</b>	A sentence that expresses the main idea of the paragraph in which it occurs.
<b>Supporting sentence</b>	Provide examples for the topic sentence.

## 2.1 Describing Paragraph

In this section, you will be looking at paragraph's definition as **a group of related sentences about a single topic**. The topic could be an idea, person or object. A title tells the topic of the paragraph in a few words, when you give your paragraph a title. This is an example of paragraph.

### The Essence of Home Training

Home training is an important factor that contributes to the system a child would engage in at school. A mother needs to train her

children in a positive way so that she would enjoy the fruit of her labour. A mother who watches her child become corrupt would suffer in the future because her child might end up where she doesn't want him or her in. Every school must complete its scheme of work at the end of every term so that there wouldn't be fear of failure in the examinations to be written by the children understands whatever they have been thought so that there wouldn't be mass failure. Parents play an active role in the educational system of their children through home training.

As you can see the single topic of the above paragraph is 'home training'. This is what all **five sentences** discuss about. The next aspect of paragraph you need to know is paragraph components.

## 2.2 Paragraph Components

You should know that paragraph composition involves three components. The first is topic sentence, the second supporting sentences and the last is concluding sentence. **Topic sentence is the first sentence in a paragraph that names the topic and tells what the paragraph will explain about the topic.** It is often one sentence. You need to craft the topic sentence of a paragraph in such a way that will mention the topic and show the focus of the topic. You could state the topic as the subject of the sentence, while focus will be the predicate. Consider these examples of topic sentence:

- a. My first grade teacher was **an important person in my life.**
- b. Home training is **an important factor that contributes to the system a child would engage in at school.**

The next component in the composition of paragraph is supporting sentences. You should remember that this component comprises sentences, not one sentence. **Supporting sentences give examples or other details about the topic.** The middle sentences in a paragraph are called the supporting sentences. Therefore, your supporting sentences should focus on the topic sentence. Consider these examples of supporting sentences:

- a. Her name was Mrs. Robinson. In the schools in my country, children usually learn to print before they learn to write. Mrs. Robinson didn't believe in printing. She thought it was waste of time. She taught us to write in cursive script (like handwriting) from the first day. At first it was hard. She made us practice a lot. I remember filling entire pages just with capital Os. At the end of the year, we felt very grown up because we could write in cursive.
- b. A mother needs to train her children in a positive way so that she would enjoy the fruit of her labour. A mother who watches her child become corrupt would suffer in the future because her child might end up where she doesn't want him

or her in. Every school must complete its scheme of work at the end of every term so that there wouldn't be fear of failure in the examinations to be written by the children understands whatever they have been thought so that there wouldn't be mass failure.

You will realise that the examples given above about supporting sentences each contain sentences of varied structures/forms and functions. That is how you should compose your supporting sentences on any topic. Meanwhile, the last component of paragraph is **concluding sentence**. It is just one sentence that lasts in a paragraph. Take note that **a concluding sentence often repeats the topic sentence in different words or summarizes the main points**. Consider these examples below:

- a. Mrs. Robinson was important in my life because she taught me a valuable lesson that I can achieve anything by working hard.
- b. Parents play an active role in the educational system of their children through home training.

Both first and second paragraph examples contain eleven and five sentences respectively in all.

## 2.3 Qualities of Paragraph

You should note that there are qualities that must be present in paragraph composition. These are qualities you must have at the back of your mind when composing any paragraph. These qualities include **unity, coherence, emphasis and adequacy**.

Regarding the **quality of unity**, it means that when you compose any paragraph all your sentences must agree or unite with the thought or idea expressed in the paragraph. You must not introduce any deviant sentence. If you do, you end up breaking the thought-flow pattern of the paragraph. In short, it implies oneness of the subject matter of a piece of writing. Consider this paragraph below:

Mathematics is the language in which the Book of Nature is written: Mathematics is the queen of the Sciences. It is universally agreed that mathematics is the backbone of Science and Technology. For without Mathematics the engineer is but an artist or a sculptor. He can build his bridge, attest to its form and beauty, but without Mathematics he cannot guarantee its reliability to serve the purpose for which it is built. Mathematics is indeed the science of sciences. It is also the art of all arts, it is right. Legitimate and defensible to consider Mathematics as an Art, the poet, the musician, the artist and the mathematician have a lot in common. Fundamental to all in their studies and works is their common interest in the logical study related concepts and objects to form patterns which will provide beauty, harmony and order.

If you can identify a sentence from this paragraph which is not united in purpose with the topic/subject of the paragraph, that means there is no quality of unity in the paragraph, unless... Then, there is the **quality of coherence**. You should be aware that this quality requires from you to present your ideas, using sentences in a logical manner with aids of connectives or discourse makers such as *as and, but, or, next, and firstly, secondly, thirdly, fourthly, finally* etc. Examine the paragraph below:

What is the evidence that skill and intelligence have become more important in what we call economic progress than capital, plant and equipment? The change is most prominently reflected in the changed position of the supplier of physical capital. **For** half a century he has been a man of steadily declining prestige and importance. **Once**, it was taken for granted that ownership of an industrial enterprise gave a man a decision voice in its direction. **Now**, the ownership of capital, or the capacity to supply it, accords no such power. Few large corporations are now run by their owners. Typically, the power lies with the professional manager, **but** by far the most important is that ownership of capital has come to count for much less than ownership ability, knowledge and brains. The man of ability can get the capital; the man who has capital and is devoid of other qualifications has become pretty much a hopeless case. The **relatively** more adept managers have almost everywhere taken over.

Obviously, you can see that those bold and underlined words afford the sentences to cohere in the paragraph. In addition, the third quality is **emphasis**. This quality requires from you that when composing your paragraph you place premium on the main idea by vividly stating the topic sentence. For the purpose of emphasis, repetition is a sure way of achieving this quality. Consider the paragraph below:

My best friend, **Freddie**, has three important qualities. First of all, **Freddie** is always ready to have fun. Sometimes we play Frisbee in the park. Sometimes we just sit around in my room, listening to music and talking. Well, I talk. **Freddie** just listens. Second, he is completely trustworthy. I can tell Freddie my deepest secrets, and he doesn't share them with anyone else. Third, **Freddie** understands my moods. When I am angry, he tries to make me feel better. When I am sad, he tries to comfort me. When I am happy, he is happy too. To sum up, my best friend is fun to be with, trustworthy, and understanding-even if he is just a dog.

As you can see in the above paragraph, **Freddie**, is mentioned four times in the paragraph for emphasis. Also, you should realise once more that the emphasis is placed on the topic sentence. The fourth quality of paragraph is **adequacy**. Regarding this quality, you need to completely

develop your topic/main idea with appropriate language in the paragraph. Consider this paragraph below:

**Money and desires** are exactly like an unruly and over-adventurous child. Frankly speaking, there are basically three ways of bringing up an unruly and over-adventurous child: the first is to maintain an understanding but frank stand study of the child very well, understand the reasons behind his demeanor, offer constructive advice. Always live the kind of life you want the child to emulate so as not to commit a serious atrocity, monitor the child's activities and painstakingly influence his desire so that they become attuned to the norms of the something wrong; the third is to resign oneself allow the child to explore every avenue freely and get drowned in trouble. Viewed critically, the first way is the best. The same goes for managing money and desires. If you must avert financial problems, then you will have to keep a close watch on your income and expenditures-get adequately attuned to the realities of the time and painstakingly ensure that your desires are always in harmony with your income.

Clearly, you can see that the topic/main idea of the paragraph is fully developed. In conclusion, you need to combine these qualities when composing your paragraph to get a good paragraph.

## 2.4 Types of Paragraph

Already you have been taught definition, components and qualities of paragraph. In this unit, you will be exposed to types of paragraph. The types of paragraph are **introductory, transitional and concluding paragraphs**. An introduction paragraph contains **the thesis statement of an essay**. It previews or gives the overview of the whole essay. It should be attractive so that it can catch readers' attention. Consider this example:

**Michelle Obama is playing a vital role in her husband Barack's campaign for president - but she wasn't always so convinced he should run for president.** She had questions and wanted them answered. She wanted to know how the campaign would raise money and what the campaign strategy would be. Once those plans were more concrete, she began to see the possibilities, and set about using her talents to aid her husband's campaign - but not before she negotiated an agreement with him that he would quit smoking in exchange for her support in his presidential bid.

As you can see the thesis statement is the bold sentence in the paragraph. This shows that it is an introductory paragraph. For **transitional paragraph**, it serves a link between an introductory paragraph and concluding paragraph. In an essay, a few transitional paragraphs come between them. You should be aware that these paragraphs form the body

of the essay. The arguments in the essay are usually contained in the transitional paragraph. Consider this example below:

Michelle's professional resume includes her time at Sidley Austin, where she worked on marketing and intellectual property, as well as a career in the public sector. In the Chicago city government, she served as an Assistant to the Mayor and Assistant Commissioner of Planning and Development. In 1993, she became Executive Director for the Chicago office of Public Allies, a non-profit organization that encourages young people to work on social issues in nonprofit groups and government agencies. In 1996, Michelle served as the Associate Dean of Student Services at the University of Chicago, where she developed the University's Community Service Center. In 2002, she began working for the University of Chicago Hospitals, first as Executive Director for Community Affairs, and beginning in May 2005, as Vice President for Community and External Affairs.

Then the third type of paragraph is **concluding paragraph**. You should be aware that concluding paragraph is summation of key issues mentioned in an essay. Also, it repeats the main idea, highlights the author's attitude in an essay. Concluding paragraph is usually shorter in an essay. Consider this example below:

Following her husband's critical remarks of Wal-Mart, she immediately cut ties with TreeHouse Foods. She also serves on the board of directors of the Chicago Council on Global Affairs. She currently does not have a full time job, focusing instead on her husband's presidential bid.

If you put all these paragraphs together they will become a whole body of essay. Therefore, you should realise that in academic writing a full essay consists of an introductory, transitional and concluding paragraphs. The next thing you need to know about paragraph now is paragraph functions.

## ITQ

### Question

It is unimportant for the introductory paragraph to contains the thesis statement of an essay. True or False

### Feedback

False. The introductory or introduction paragraph must contain the thesis statement of an essay.

## 2.5 Functions of Paragraph

Writers adopt different thought-flow patterns depending on the nature of the idea they want to discuss to communicate their ideas. In academic writing, you should know that these patterns are regarded as the functions paragraph can perform. The patterns/functions include chronology, description, definition, problem-solution, compare-contrast, cause and effect, reason and general-to-particular, or particular-to-general.

**Chronology function of paragraph** involves the presentation of events in logical sequential order of happening in academic writing essay. Also, you need to know that this pattern is most useful when you write narrative essay or report. Consider this example below:

Although rural people needed kerosene for lighting, they relied on it more for cooking. However, persistent fuel scarcity had made the commodity hardly affordable where it was available. Fetching dry wood from the forest became inevitably the order of the day. Early one morning, Jojo and I, armed with cutlass and axes, joined other young people, who were more conversant with the forest, in search of dry wood. It soon dawned on us that this “essential commodity” had been driven so far away that we had to wander into the heart of the forest before we could find a huge branch of tree that looked dry. Convinced that it was, we went into action, each cutting from his own side.

There is no doubt that events are relayed in sequential order above to describe the experience of Jojo and his friend about the scarcity of kerosene in the rural area. Another function of paragraph is **description**. Descriptive paragraphs involve your use of specific details to describe a person, place or experience. You could use space-relation arrangement of the items from left to right, or far to near. Also, you could adopt the impressionistic arrangement in which you do your descriptive paragraphs’ details in no particular order but as they strike your consciousness. Consider the example below:

The first thing you notice about my nephew is that he is extremely tall- six feet, six inches tall, to be exact. His head sticks up almost a foot above everyone else's. His hair is short, light brown, and curly, and his eyes are blue. His nose is straight, and his mouth curls into a smile easily and often. His casual clothes are typical of young people everywhere: a T-shirt and jeans. In the front of his shirt, you can read the name of his school in red and blue letters. As your eyes move down his long legs, you notice that his jeans are a little too short. Perhaps he can't buy pants to fit his long legs and narrow waist, or perhaps he doesn't care much about clothes. On his feet, he wears sneakers. Maybe his sneakers were white when they were new, but now they are gray with age and wear. Despite his casual clothes, my nephew is not a casual person. He

stands as tall and straight as a redwood tree, and you think to yourself, "This is a strong and confident young man."

However, you should realise that both chronology and description functions of paragraph could be combined in a paragraph. You could use these two. In most cases when you do narrative essay in academic writing you employ a lot description. Meanwhile, the next function of paragraph is **definition**. You need this function when you intend to use your paragraph to define some terms or concepts. You should note that the definition function here does not refer to dictionary meaning, but how you want your readers to understand the terms or concepts used in your essay. Consider this example below:

Acne or pimple remains a bit of a mystery. Medical experts say it is partly hereditary, but why some people are affected by it and others are unaffected isn't exactly known. But, there have been attempts to understand the science behind pimples. The main factor is the excess production of sebum, an oily substance whose function is to keep skin and hair lubricated and supple. The production of the oily sebum blocks the skin's surface thus providing an ideal environment for bacterial growth. When the bacteria multiply, the skin area becomes red and inflamed, and then a pimple pops up.

In addition, there is **problem-solution** function of paragraph. This function raises a question and provides answers. You could raise a question and answer it in the same paragraph. Consider this example below:

What exactly is wrong with our food? It is surprising how little we know about this important matter. Even those among us, who have money to buy various kinds of good stuffs are generally satisfied with whatever they can most conveniently lay their hands upon, and the large majority of people consider themselves to have been well-fed when their stomachs are full, no matter what kind of food stuff they have shoveled into them. If they can get yams and palm oil cheaply and in large quantities, they eat yams and palm-oil everyday throughout the year. If they take rice they are unrelieved by other food substances.

**Compare-contrast function of paragraph** involves highlighting the similarities between two concepts, people, events or things. Also, it involves showing the differences between them. You could use this function for argumentative essay. Consider this example below:

People living with HIV, PLWH, on a once-daily drugs, have been shown to adhere to their treatment plan better than PLWH who take their drugs twice a day. The PLWH on a once-daily-drug plan also have the advantage of viral suppression (the decrease in the amount of virus) and easily avoid rare drug resistant cases. The above is

the result of a research by scientists at the Cote de Nacre University Hospital, Caen, France. Led by Jean-Jacques Parienti, the scientists analysed the results of 11 similar studies with more than 3,000 patients. The once-daily regimens include Kaletra (a combination of lopinavir with ritonavir) combined with Truvada (tenofovir with emtricitabine) or Sustiva (efavirenz) combined with Truvada. The result showed that adherence and suppression of HIV is nearly five per cent higher in PLWH on once-daily regimen and who are new to ARV therapy. However, it was difficult analysing the benefit in people who switch from a twice- daily regimen to once-daily regimen. This, according to Parienti, is because their viral load was already undetectable at the time of the switch.

Moreover, you use **the cause and effect function of paragraph** in academic writing essay when you write a situation (cause) results in another situation (effect). You explain it in such a way that an action leads to a reaction. In your paragraph you could state the cause and the effect later, or the effect first and the cause later. Consider this example below:

Are you a television buff? Do you love stretching out for hours in front of the television set for your favourite programme? You better stop. A new medical study has revealed that act could be deadly. The research has found that each hour spent watching television might increase the risk of death. The study, recently published in the Journal of the American Heart Association also hinted that any prolonged sedentary lifestyle involving sitting for long hours, either at a desk or in front of a computer is risky. "What has happened is that a lot of the normal activities of daily living that involved standing up and moving the muscles in the body have been converted to sitting," said David Dunsten, leader of the research team.

## ITQ

### Question

What do you understand by the compare-contrast function of a paragraph?

### Feedback

Compare-contrast function of paragraph involves highlighting the similarities between two concepts, people, events or things. Also, it involves showing the differences between them.

The last function of paragraph performs in academic writing is **general-to-particular, or particular-to-general**. Students usually use this thought-flow pattern in their academic writing essay. Therefore, you use this function when you present the topic sentence and back it up with

facts, instances, details, examples or statistics to clarify or support your main idea. Consider this example below:

Nigeria has a serious challenge. Many graduates of its higher institutions cannot find work. Despite an average economic growth rate of about seven per cent per annum over the last seven years, a good performance by global standards, wage employment is estimated to have declined by about 30 per cent, according to a recent World Bank Publication titled Putting Nigeria to Work. Nigeria has a serious jobless growth problem. Its strong economic performance over the last decade has not translated to jobs and real life opportunities for many of its youths.

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## Study Session Summary



### Summary

This study session exposes you to the skills required for developing good paragraphs for your various academic writing. You must begin to incorporate what you have learnt into your various writings henceforth.

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## Assessment



### Assessment

**SAQ 2.1 (tests Learning Outcomes 2.1; 2.2; 2.3; 2.4 and 2.5)**

**Read the passage below and attempt the questions that follow:**

The world seems to be changing and so also are human beings occupying the planet. No wonder, people hear different tales that were nearly non-existing in the past. Technology has no doubt contributed to various developments in our society. Thus, things that were hitherto regarded as a taboo are now being practiced in the name of enlightenment. For example, it is no longer out of place for a married woman to have an extra-marital affair, or for a spinster to keep multiple relationships of men. While one is not losing cognizance of the financial regards of such associations, it is also a known fact that some women do it just to be a part of the moving wave. It is common these days to see women descend so low as to engage in physical combat with themselves over a man. Some would think that this occurrence is limited to the illiterate, but surprisingly, many enlightened and well educated women also engage in the act.

**2.1** What is the topic of the topic sentence of the

paragraph?

2.2 State the topic sentence of the paragraph.

2.3 List five expressions used in the paragraph to achieve coherence.

2.4 State the type of paragraph this is.

2.5 What is the function/thought-flow pattern of this paragraph

---

## Bibliography



### Reading

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## Study Session 3

# Academic Writing Skills

## Introduction

This study session will afford you the opportunity of better learning the necessary academic writing skills. Already you have been taught how to compose sentence and paragraph. In academic writing, you need to acquaint yourself with these skills: **summarising, paraphrasing, editing and referencing**. These skills will go a long way in ensuring your success as a university student.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 3.1 *apply* summary skills
- 3.2 *use* paraphrasing skills
- 3.3 *exhibit* editing skills
- 3.4 *apply* referencing skills

## Terminology

<b>Writing</b>	A form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.
<b>Summary</b>	An overview of content that provides a reader with the overarching theme, but does not expand on specific details.
<b>Paraphrase</b>	Express the meaning of (something written or spoken) using different words, especially to achieve greater clarity.

## 3.1 Applying Summary Skills

In this section, you will be taken through the description of summary as a concept, qualities of a good summary and types of summary.

### 3.1.1 The Concept of Summary

Here you will have the opportunity of seeing how summary as a concept is described and defined by scholars. First, this will aid your understanding regarding summary as skill in your academic writing. Secondly, you will be able to use the skill to tackle any activity.

You should know that **a summary is a short statement that gives the main information/idea about something, without supplying all the details.** Therefore, summary involves selecting out some key features and then using those to create a shortened version of the author's prose. Also, you could say that **summary is a compressed form of a longer text without losing its original ideas and without adding to it.** But, you must realize that your summary skills depend largely on your ability to read very well, which means that your ability to write effective summary is dependent on your reading comprehension. More importantly, summary writing is done using sentences. You should compose it using sentences whenever you are given a task on it.

### 3.1.2 Qualities of Good Summary

Whenever you are given assignments, tests or exams on summary writing, you need to ensure that there is enough difference in form between the original version of the text and your own summarised version. That is the reason why you need to note these qualities when summarizing any text:

- a. Summary writing requires from you to identify the main ideas/topics and keywords in the original text.
- b. Summary writing requires from you to simplify and use the main ideas/topics and the key words.
- c. Summary writing requires from you using a different sentence structure or sentence order to present those ideas.

Consider this example where these skills will be applied to summarise the original text:

#### Original Text

**Acne or pimple** remains **a bit of a mystery**. Medical experts say it is partly **hereditary**, but why some people are affected by it and others are unaffected isn't exactly known. But, there have been attempts to understand the science behind pimples. The main factor is **the excess production of sebum**, an oily substance whose function is to keep skin and hair lubricated and supple. The production of the oily sebum blocks the skin's surface thus providing an ideal environment for **bacterial growth**. When the bacteria multiply, the skin area becomes red and inflamed, and then a pimple pops up.

As you can see, when you have extracted the main ideas and identified the key terms in the original text, the next step is for you to write the summary version of the text using a different sentence structure.

### Summarised Version

Acne or pimple can be both mysterious and hereditary. But science has discovered that it is caused by the excess production of sebum which allows bacteria to grow on the skin, which in turn creates pimples.

If you read the original text and the abridged version you will note some similarities. Meanwhile, the same principles you will apply when you are confronted with a larger text than this. The example above is just a paragraph. You may be asked to summarise a whole essay or book. Consider this example below:

### Original Text

**The family has five basic functions.** The first of these is **sexual expression**, which is considered an important family function. In American society, as in many others, marriage is not considered legally binding until it is consummated by the sexual union of the two marriage partners. A true marriage is not regarded as having existed if the two partners involved have not had sexual expression. The second function of the family is **childbearing or procreation**. In some societies, this function is considered essential. In many cases, if the wife does not bear a son, the stability of the family is destroyed. In most cases it is assumed that the wife is at fault and may be divorced for not fulfilling her function. Such conclusions may be scientifically unwarranted but are very real in their social consequences.

Once a child has been born, it must be brought up. So **child rearing** is the third function of the family and it is a prolonged and arduous task. The newborn child is to be reared into a mature and responsible member of society. Child rearing includes the tasks of providing for the child's material needs such as food, shelter and clothing, teaching it to establish relationships with adults and others of its own age, leading it to see its position in society and helping it to develop emotionally.

The fourth function of the family is **economic**. Often the work that has to be done is divided up according to sex, so that certain tasks are done by men and others by women. In some societies, the family itself provides most of its own needs. As a productive unit it is best seen in hunting, gathering and agricultural societies. Through the careful division of labour, the necessities of food, clothing, shelter and protection are provided within the context of the family. In the larger technological society the family tends to be more of a consumption unit. The division of labour is less rigorous. It is not unusual for both parents to work productively outside the home. As resources are pooled and the members of the home share

in consuming the products and services bought by the members of the household, the economic function of the family is apparent.

The fifth function of the family is exchange of affection. In many societies where marriages are arranged by parents or others, the exchange of affection follows marriage. Nevertheless it forms an important part of the marriage relationship. At its most desirable level, the exchange of affection is voluntary, reciprocal, consistent and constant. (426 words)

If you apply all previously mentioned summary skills to write the summary of the above text, you will come up with this:

#### Summarised Version

There are five functions of the family. It is responsible for sexual expression between husband and wife. When it comes to childbearing or procreation, the family performs the duty. Next is that the same family engages in rearing of children. In addition, the family performs economic function, while the most important function of the family is that it creates an avenue for members to exchange affection.

### ITQ

#### Question

How do you ensure there is enough difference in form between the original version of the text and your own version in a given passage?

#### Feedback

To ensure there is enough difference in form between the original version of the text and one's version in a given passage, attention to qualities of good summary are important. These are:

- a. identifying the main ideas/topics and keywords in the original text.
- b. simplifying and using the main ideas/topics and the key words.
- c. using a different sentence structure or sentence order to present those ideas.

### 3.1.3 Types of Summary

Summary can be categorized into two. They are guided and unguided summary. **Guided summary** is a controlled type of summary, where you are compelled to adhere to specific instructions regarding the number of words, sentences or paragraphs. You must realize that there is a penalty for violating the rules of guided summary. You must know that guided summary writing requires careful planning especially if you are asked to summarize a passage, text, or paragraph in a certain number of words. Consider this example below:

**Instruction: Summarise the paragraph below in 30 words**

**Acne or pimple** remains **a bit of a mystery**. Medical experts say it is partly **hereditary**, but why some people are affected by it and others are unaffected isn't exactly known. But, there have been attempts to understand the science behind pimples. The main factor is **the excess production of sebum**, an oily substance whose function is to keep skin and hair lubricated and supple. The production of the oily sebum blocks the skin's surface thus providing an ideal environment for **bacterial growth**. When the bacteria multiply, the skin area becomes red and inflamed, and then a pimple pops up. (100 words)

If you apply above principles of summary writing to this task, you will be able to compress the paragraph to 30 words. To perfect it you will add and subtract till you arrive at the number of words required of you.

**Summarised Version**

Pimple is mysterious and hereditary. But science has discovered that it is caused by the excess production of sebum allowing bacteria to grow on the skin, creating pimples or acne. (30 words)

**Unguided summary** gives you a free hand to decide the length of your summary. Yet, you are not allowed to write a long piece. The difference is that you are not liable to any form of penalty if you choose to write your summary in a given style, as long as you fulfill the basic requirements of summary writing. Moreover, the general principle of this type of summary is for you to write one third (1/3) of the original passage. Suppose you are asked to summarise the second example in unit one on functions of family (426 words) in one third of the essay-that is 142 (words). Your answer will be this:

There are five functions of the family. It is responsible for sexual expression between husband and wife who have a legal bidding right to engage in sexual intercourse. When it comes to childbearing or procreation, the family performs the duty because if the woman becomes barren the marriage may come to an end through divorce. Next is that the same family engages in rearing of children. This involves provision of the child's material needs such as food, shelter and clothing, teaching it to establish relationships with adults and others of its own age. In addition, the family performs economic function. This concerns the careful division of labour within the family. This will ensure that food, clothing, shelter and protection are provided in the family. The most important function of the family is that it creates an avenue for members to exchange affection. (142 words)

## 3.2 What is Paraphrasing?

The fact is that students need paraphrasing skills to excel in their academic writing. The reason you engage in plagiarism is because you are ignorant of paraphrasing skills. When you read books, journal articles and discover some useful ideas that you can use in your term paper or long essay, you don't know how to extract the ideas from these sources without committing intellectual theft. What you need is this-paraphrasing skills. **Therefore, paraphrasing is restating authors' information/ideas/thoughts using different words.** You should know that when paraphrasing you should aim to rewrite the author's ideas/thoughts by drawing on your different words and phrases. You should note that before you begin to paraphrase, it is really important to build-up your own idea of the information or try to develop a picture in your mind, and then use this as a model to help frame or guide your paraphrase of the author's idea.

### 3.2.1 Paraphrasing Skills

The truth is that many students do not make enough of a difference between their words and the author's. Instead, they will copy large phrases from the original text, and only change a few words. You should know that this is wrong, this is wholesale lifting. You need to read the author's text thoroughly. Therefore, for you to use paraphrasing skills effectively in your academic writing-long essay or research paper, you need to apply these skills in the text:

- a. Paraphrasing **involves rewriting the author's main idea/topic in your own understanding.**
- b. Paraphrasing **involves you reframing the author's words within your own framework of understanding to help guide your rewriting of the author's idea.**
- c. Paraphrasing **involves using the author's original linking words to help your flow of writing.**
- d. Paraphrasing **involves drawing on the phrases you are familiar with to express the author's ideas.**
- e. At the level of individual words, paraphrasing also **involves replacing the author's words with yours.**
- f. Paraphrasing **involves changing the sentence structure and form.**
- g. Ultimately, **paraphrasing involves your using of the author's name and year of publication in your paraphrased text.**

You should consider these examples. Two extracts will be taken and paraphrased subsequently for you to learn paraphrasing effectively.

#### Original Text

**'Educational achievement** is known to be an important predictor of social outcome. The educational experience of the child is crucial to the **optimal development of cognitive and interpersonal skills**, which are important elements for social proficiency and successful transition into adulthood. The cancer experience, including the

symptoms leading to the diagnosis, the family stress following diagnosis, and the toxicities and psychological distress associated with inpatient and outpatient treatment, all can contribute to significant **academic disruption**.’

(Gurney, J.G., Krull, K.R., Kadan-Lottick, N., Nicholson, H. S., Nathan, P.C., Zebrack, B., Tersak, J.M. and Ness, K.K. (2009) Social Outcomes in the Childhood Cancer Survivor Study Cohort. *Journal of Clinical Oncology*. Vol. 7(14) 2090-2095)

Applying the paraphrasing skills, you can paragraph thus:

#### Paraphrased Text

Gurney et al (2009) state that **a child’s achievement in education** is a crucial factor in his social development and transition into adulthood. The **cognitive and interpersonal skills development** relies on the child’s experience. That is the reason why a child whose family member suffers a disease trauma will have his academic pursuit disrupted as a result of psychological distress arising from rigorous treatment regime that will eventually involve all the family members.

#### ITQ

##### Question

Paraphrasing is not restating authors’ information/ideas/thoughts using different words? True or False

##### Feedback

False. Paraphrasing is restating authors’ information/ideas/thoughts using different words.

The second extract is this:

#### Original Text

‘If a **theory** is a set of **hunches**, it means we aren’t yet sure we have the answer. When there’s no puzzle to be solved or the explanation is obvious, there’s no need to develop a theory. Theories always involve **an element of speculation, or conjecture**. Being a **theorist** is risky business because theories go beyond accepted **wisdom**. Once you become a theorist you probably hope that all thinking people will eventually embrace the trial balloon that you’ve launched, but when you first float your theory, it’s definitely in the hunch category.’

(Griffin, E. A. (2012). *A first look at communication theory*. New York: McGraw-Hill)

### Paraphrased Text

Theories are more than hunches, because they are supposed to be puzzles which require explanation, (Griffin, 2012). Obviously, it is only when there is a particular problem to be solved that a theory needs to be developed. Moreover, a theorist knows that he needs more than wisdom. People may decide to embrace a theorist's set of explanations or not, but he must be aware that his theory is just a guess.

## 3.2.2 Difference between Paraphrasing and Summarising

You need to know the difference between paraphrasing and summarising. Although these are two important skills you need to excel in your academic writing, you must not confuse the two in the way you apply them. For examples:

- a. Paraphrasing is used to enlarge a text by rewriting the sentences contained in the text while summarising is used to compress a text by shortening it.
- b. In paraphrasing, you retain the order of ideas with the specifics in the text, but you can show a very general representation of the ideas leaving out the specifics.
- c. However, you could integrate many other words and phrases not used in the original text in the paraphrased text. You cannot do this summarising.

As a matter of fact, the key to developing the skill of restating other people's ideas in your own words is to develop your own list of words that can be used in academic writing. Below is a list of words:

1. articulate, comment, mention, maintain, note, point out, say, state, suggest, indicate, refer,...
2. hypothesise, predict, theorise, conceptualise, understand, demonstrate, show, convey, portray, support, substantiate, corroborate, verify, confirm ....
3. investigate, research, experiment, conduct, administer, observe, ...
4. acknowledge, assert, claim, ...
5. argue, challenge, compare, contradict, contrast, counteract, debate, defend, refute, hold, ....
6. comprise, consist, constitute, embody, characterise, define, identify, recognise, diagnose, ...
7. create, construct, develop, generate, produce, evolve, manufacture, ....
8. synthesise, coordinate, cooperate, correspond, collaborate, contribute, share, ...
9. reveal, conceal, ....
10. analyse, examine, evaluate, scrutinise, criticise, ...
11. report, record, collect, collate, categorise, document, ...

12. differentiate, deviate, distinguish, divide, separate, ...
13. access, utilise, deploy, adopt, practise, ...
14. strengthen, increase, expand, weaken, reduce, decrease, contract, condense, ....
15. convince, compel, justify, explain, clarify, reason, account, ...
16. signify, highlight, specify, specialise, symbolise, ...
17. accumulate, calculate, maximise, minimise, formulate, ...
18. relate, connect, link, associate, correlate, ...
19. exclude, include, situate, locate, place, ...
20. condemn, deny, decline, negate, ...
21. dominate, segregate, subordinate, ...
22. affect, influence, transform, ...
23. conclude, summarise, ...

### 3.3 Editing Skills

Someone said that the major part of writing for most people lies not in creatively composing, but in **editing – rewriting, rephrasing, reordering, restructuring, moving parts of the text around, adding to and deleting text, clarifying, removing ambiguities, sharpening, tightening, tidying up grammar**, and so on. No definition of editing will be richer than this. You will realise that all the while in this session focus has been on writing this and that. Really, you have learnt a great deal about some academic writing skills. However, acquiring editing skills will help you balance your writing skills. In addition, you should know that editing involves checking your writing task from the paragraph level right down to the word level, and, even, to individual punctuation marks. Meanwhile, the following things are what you need to edit in your writing:

- a. You must make sure that your sentences say what you meant them to say.
- b. You must try to avoid clichés in academic writing.
- c. You must not clutter your writing with unnecessary words.
- d. You must not use too many, very long or very short sentences.
- e. You must avoid personal pronouns (I, we, you), unless assignment instructions advise otherwise.

Can you attempt editing this text?

#### ISIS AND WORLD PEACE

World peace globe threat. In what sense is the world experiencing on arrest? from what source or organization is the world under threat? are there life involve in the social on arrest? If there is, then what are the remedy to the world challenging plagues affecting the peace of the world a large?

These article is intent to expose and enlighten us further about the above mention. There are organization on earth who are a threat to the globe peace and security. They have taken a lot of life and place thousand homeless.

These is not as a result of natural disaster nor economic problem, rather by is cause by ISIS.

Who are ISIS? And how do the threat the peace of the world? ISIS is a terrorist organization found in the middle east disturbing the peace of the countries found in the middle which consist of Israel, Syria and Iraq e.t.c. And the world a large. ISIS can be compared to what we have here in Nigeria as Boko-Haram who are said to be disturbing the peace of the northern Nigeria . But unlike Boko- Haram who are just disturbing the peace of Nigeria, ISIS has become not just the problem of those countries found in the middle east alone rather they are a great challenge the world. Due to the fact that they are in possession of dangerous weapon which is said is capable of ending the life of billions if not placed and a result, ISIS is the world biggest problem and the reason are not far fetch in that the globe is concern about what the future holds for her in the hands of this powerful terrorist organization. What are the harm done by ISIS, this set have done a lot of harm to those countries and it's environment.

In recent years thousands of people has been killed and displace as a result of these terrorist group inventing their territorial district. ISIS has taken over large chunk of Syria and Iraq and are now holding weapons, armor and vehicles provided by the United State of Army. They have declared all that follows them to be safe, everyone else Muslim or non- Muslim in their cross hairs. ISIS has killed thousands of Iraq and Syria. Sadly those alive are not given any attention in the world since people are very busy watching the event on international and national television and paying little or no concern about the life and happening in the middle east . what then are the remedy to the challenges conforming the middle east and the world? I strongly guest that those survives of should replace in a place of safety and taken care of my governmental and non- governmental organization, people worldwide should be encourage to extent a helping hands to those in needs. Since dialog isn't working as expected it should.

Conclusively, public awareness is very important in this essential for the safety of live and property should the concern of all involve. This is to enlighten all about ISIS how it affect the peace of the world.

## ITQ

### Question

Your friend Jackson thinks paraphrasing and summarising are the same. How will you convince him otherwise?

### Feedback

Paraphrasing is restating authors' information/ideas/thoughts using different words. Summarising is selecting out some key features and then using those to create a shortened version of the author's prose or say summarising is compressing form of a longer text without losing its original ideas and without adding to it.

You should revert to SS 3.2.1 for more information on the difference.

## 3.4 Referencing Skills

In this section, you will be introduced to the skills you need in academic writing to do proper referencing of the people's works or materials you have used. However, let us first look at the difference between reference and bibliography.

### 3.4.1 Difference between Reference and Bibliography

Bibliography is a list of sources you have used to develop ideas around your topic, but which you do not actually cite or include in the body of your assignment. Sometimes, you may be asked to include only a Bibliography, which is likely to cover all sources, whether or not they were used in your assignment. Referencing is acknowledging the source of information or ideas you have employed in your writing. Meanwhile, reference is a list of sources you have used and cited in the body of your work. The sources of references include:

- a. Book
- b. Chapter within an Edited Book
- c. Journal Article
- d. Newspaper Articles
- e. Conference Proceedings
- f. Book Reviews
- g. Study Guides
- h. Article in Internet-Only Journal
- i. Entire Website
- j. Webpage

### 3.4.2 Forms of Referencing

You should know that there are two forms of referencing. They are internal and external referencing. **The internal form of referencing is also called in-text referencing. Internal referencing is when you acknowledge the source of your idea within your writing. You could do the in-text referencing by paraphrasing or quoting the author's idea in your own work.** When you paraphrase any author's idea you should acknowledge the author(s) by citing his/her/their surname(s) and the year of publication. Consider this example:

In addition to this observation, **Miller (2001)** states that communication theory is a lens through which communication processes are assessed and appreciated. Extending this declaration to mass media, it will be realised that communication theories have a lot of influence on mass media research.

But when you quote any author's idea, you acknowledge him/her by citing his/her, year of publication and page number. Consider this example:

For instance, **LittleJohn and Foss (2008:285)** say that 'mass communication is the process whereby media organisations produce and transmit messages to large publics and the process by which those messages are sought, used, understood, and influenced by audiences'.

Even when you use an author's idea sometimes by quotation it could be used in form of indentation with your work. You indent quotes that are beyond three lines, not less. Consider this example:

Apparently, the use of mass communication media for this purpose does not leave out higher learning institutions too. Campaigns on social issues by institutions of learning constitute a big responsibility by which the society is educated. According to **Gultekin and Gultekin (2012:708)**:

Universities have an important role in social education in many aspects. In terms of creating awareness and convincing public about social issues, universities take a leading position for public. The best way to provide public support for social education is to develop public communication campaigns.

### 3.4.3 Referencing Styles

You should be aware that there are different referencing styles that are used in academic writing to acknowledge authors. Some of the commonly used styles by researchers include APA, MLA, Chicago, UIMS, etc. However, when referencing you need to consider placing the authors surname first, followed by initials. But with two or more authors, an ampersand '&', is required before the last author. The publication date appears in brackets, with a full stop after it. Focus will be on APA and UIMS referencing styles here.

#### APA Referencing Style

The following are the rules that guide APA referencing style.

- a. APA follows an author-date style for listing references at the end of any assignment.
- b. When there are more than six authors, list the first six followed by et al. for the remaining authors.

- c. If there is no individual author, but an organisation has created the document, include the organisation as the author.
- d. When no author information is available, place the publication title in the author position, followed by year of publication, location, and publisher's name. Retain formatting of the title, including italics.

### **Referencing Book**

- a. When referencing a book, you need the book title, with only the first word of the title capitalised, and thereafter, the first word after a colon or dash in the title. Book titles are italicised.
- b. You also need the location in which the book was published, followed by the name of the publishing company.

An example is this:

Wimmer, R.D. & Dominick, J.R. (2011). *Mass media research: an introduction*. 9<sup>th</sup> ed. Australia: Wadsworth Cengage Learning.

### **Referencing a Chapter within an Edited Book**

- a. When referencing chapters in edited books, you should include the authors of the chapter, year of book publication, and title of the chapter.
- b. You should list the names of the editors in the order of first initial followed by last name, and place the abbreviation (Ed.) or (Eds.) after the editor or editors' names.
- c. You italicise (or underline) the book title only.
- d. You include the page numbers of the chapter in brackets after the book title, but before the full stop.

Consider this example:

Tseayo, L.E. (1996). Culture, mass media and the image of women in Nigeria, In A. Odejide (Ed.) *Women and the media in Nigeria*, (46-61). Ibadan: Women's research and Documentation Centre (WORDOC).

### **Referencing a Journal Article**

- a. When referencing journal articles, you should italicise or underline the journal title and its volume number.
- b. You should capitalise all main words in the journal title.
- c. You should put the issue or part number in brackets, immediately after the volume number.
- d. Your should page numbers are the last piece of information given, followed by a full stop.

Consider this example:

Utulu, A.U. (2011). The effects of advertisement messages: The case of HIV and AIDS awareness campaign in Nigeria, *Journal of Biology, Agriculture and Healthcare*. Vol. 1 (1), 13-26.

### **Newspaper Articles (author and no author)**

Osu, G. (2005, July 22). Music as Elixir for Social Change. *The New Age*.

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

### **Conference Proceedings**

Galadima, D.J. (2007). Political communication in a democracy: are newspapers still the favourite of Nigerian politicians? In E.M.V. Mojaye, A. Salawu, and O.O.Oyewo (Eds.) *Ebenezer Soola Conference on Communication: Proceedings*. (pp. 383-391) Ibadan: Ebenezer Soola Conference on Communication.

### **Article in Internet-Only Journal**

- a. For online documents, you should always include the date of access, in terms of month, day, and year, and the full web address.

Consider this example below:

Hong, T., Johnson, C.C., Myers, L., Boris, N., Brewer, D. and Webber, L.S. (2008). Process Evaluation of an In-School Anti-Tobacco Media Campaign in Louisiana, *Public Health Reports* (1974-), Vol. 123, No. 6, pp. 781-789; <http://www.jstor.org/stable/25682130> . Accessed: 05/02/2014 06:32.

### **Entire Website**

- b. For a site with multiple pages, you should include a web address that links back to the homepage.

Ting, D.H. and Lim, W.M. 2012. *E-shopping: an analysis of the uses and gratifications theory*, [www.ccsenet.org/mas](http://www.ccsenet.org/mas) 48-63.

### **University of Ibadan Manual Style (UIMS)**

The University of Ibadan Manual Style (UIMS) is a hybrid of various notable referencing styles such as APA, Chicago etc. Still, UIMS has its own distinctive features, which will be highlighted below.

- All your references made to books, journals and other printed and electronic matters should be listed at the end of the thesis or dissertation under the heading REFERENCES or WORKS CITED.
- All your references should be listed alphabetically, according to the surnames of the authors of the works being.
- In listing references, you should avoid mixing the surname-initials order with surname-forenames order. Consistency is very important.
- You should not use parenthesis format to separate the year of publication of any reference; instead use only the full-stop to distinguish the year from name of the author or the title of the publication.
- In the case of magazines and newspapers, the year of publication (including day and month, in most cases) comes after the title of the periodical in order to retain the dating as one compact unit.
- You should list references by the same author chronologically, according to the year of publication. after the first reference and where the second reference for the same author is about to be

presented, note that the name of the same author is only represented with ten continuous hyphens[-----] followed by a full-stop (or a comma plus the name of a co-author if the reference is jointly written).

- Where works are published in a single year by the same author(s), you should list such references alphabetically, according to the first letters of the first main words of the main titles, excerpting articles like ‘A’, ‘An’ and ‘The’
- You should cite a work with multiple authorships with the names of not more than five authors in surname-initials order. But where there are more than five authors, the fifth name should be followed by ‘et al.’ to represent others. You should also use ampersand ‘&’ when you are listing the names of authors.
- When you are organizing the list of references, you should pay attention to the paragraphing style: the first line of a citation, starting with the name of author(s), is usually fully justified whereas the second and succeeding lines are indented with one tab spacing to the right of the page.
- You should list all page numbers (Roman and Arabic) completely no matter the digits.
- You use the standard abbreviations for the months of the year.
- You should write titles of essays and books for reference in lower case after the first word; however all proper nouns including names of places and persons must be capitalized.

## ITQ

### Question

Bibliography can be used to show all the works cited in your assignment. References are not important. Is this correct?

### Feedback

Incorrect! Bibliography is a list of sources you have used to develop ideas around your topic, but which you do not actually cite or include in the body of your assignment. References are important because they help to document all the works cited in the assignment.

## Guide for UIMS

### Book

Yahaya, M.K. 2003. *Development communication: lessons from change and social engineering projects*. Ibadan: Corporate Graphics Ltd.

### Chapter in Edited Book

Ojebode, A. 2009. Public service versus profit-making: the Nigerian broadcast sector in a neoliberal economy. In A.A. Olorunnisola Ed. *Media and communications industries in Nigeria: impacts of neoliberal*

*reforms between 1999 and 2007*. New York: The Edwin Mellen Press. 59-79.

#### **A Work in an Anthology**

Rubenstein, A. 1986. Children with AIDS and public risk. *AIDS: facts and issues*. Ed. Victor Gong & Norman Rudnick. New Brunswick: Rutgers UP. 99-103.

#### **Articles from Journals**

Odjugo, P. A. O. 2011. Climate change and global warming: the Nigerian perspective. *Journal of sustainable development and environmental protection*. Vol. 1, No. 1, 6-17.

#### **Article from Magazine**

Kandel, E.R. and Squire, L.R. Neuroscience: breaking down scientific barriers to the study of brain and mind. *Science* 290. Nov. 10, 2000: 1113-1120.

**Article from Newspaper** (where no author is given, begin reference with title)

Osu, G. Music as elixir for social change. *The New Age*, July 22, 2005.

#### **Encyclopedia Article**

Bergmann, P. G. 1993. Relativity. *The new encyclopaedia Britannica*. Chicago: Encyclopaedia Britannica. 501-508.

#### **Unpublished Theses, Dissertations, Projects and Essays**

Alaba, O.B. 2003. Balance of payment adjustment mechanisms in Nigeria. Thesis. Economics, Social Sciences. University of Ibadan. Xiv+183.

#### **UIMS Guide for Electronic Databases and Internet resources**

- Articles in electronic form are cited in much the same way that articles in printed sources are cited, with a few additions:
- Apart from information on author, date, article title, source title, source volume number, and page number, you must also cite the name of the database provider (e.g., Academic Universe, Expanded Academic), and/or the database title (e.g., JSTOR, ABI/Inform, ERIC, WorldCat), and the retrieval date (e.g., "Retrieved Sept. 11, 2001, from Academic Universe database" or "Retrieved Jan. 15, 2004, from <http://www.miscellaneous.com>")
- Check the complete document information at the time you download or print a full-text article! Simply printing off a full-text article may NOT provide all of the documentation that you need to write a complete citation.

### **UIMS (Electronic) Citation Format**

- Author's Last Name, Initial(s).
- Date of Doc (if different from date accessed)
- Title of document
- Title of Journal(in italics), or complete work (if applicable)
- Volume and issue; version or file number (if applicable)
- Edition or revision (if applicable)
- Page numbers in the print version (where available)
- Number of [paragraphs] in the online version.
- Retrieval Date
- Source [Database title or Internet site].

Consider these examples:

#### **Article in Journal (One Author, or**

#### **(Three to Five Authors in Scholarly Journal)**

Borman, W.C., Hanson, M.A., Oppler, S.H., Pulakos, E.D., & White, L.A. 1993. Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology* 78. 443-449. Retrieved Oct. 23, 2000, from PsycARTICLESdatabase.

Frederickson, B.L. Mar. 7, 2000. Cultivating positive emotions to optimise health and well-being. *Prevention and Treatment* 3. Article 0001. Retrieved Nov. 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>.

#### **Journal Article from the Internet**

VandenBos, G., Knapp, S., & Doe, J. 2001. Role of reference elements in the selection of resources by Psychology undergraduates. *Journal of Bibliographic Research* 5. 117-123. Retrieved Oct. 13, 2001, from <http://jbr.org/articles.html>.

#### **Daily Newspaper Article**

Hilts, P. J. Feb. 16, 1999. In forecasting their emotions, most people flunk out. *New York Times*. Retrieved Nov. 21, 2000, from <http://www.nytimes.com>

#### **Organisation/Government/ Personal Web Page**

U.S. General Accounting Office. Feb., 1997. *Telemedicine: federal strategy is needed to guide investment*. Publication No. GAO/NSAID/HEHS-97-67. Retrieved Sept. 15, 2000. From <http://www.access.gpo.gov/sudocs/aces/aces160.-shtml?/gao/index.html>.

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## Study Session Summary



### Summary

In this Study Session, you have discussed about the rudiment of academic writing skills. In doing this, you must have been familiar with necessary skills needed for summarising, paraphrasing, editing and referencing. If you are not sure of this, kindly go over the session once again.

---

## Assessment



### Assessment

#### SAQ 3.1 (Learning outcome 3.1)

##### Summarise this paragraph in one sentence

The weakness of democracy in West Africa does not lie in the nature of the society. On the contrary, only democracy can solve its problems, since that is the only framework which makes it possible for men of different tribes, languages, and religions to live at peace with each other. Its weakness lay partly in the uncertainties generated by rapid change, and the emotional temperature of independence, which gave unscrupulous men a chance to seize power. The political institutions and philosophies inherited from Britain and France were also a source of weakness. On the one hand they were too democratic in that they did not distinguish between democracy and licence. On the other hand these institutions were not democratic enough, in that they failed to give proper representation to minorities and opposition groups. Weaknesses of the democratic framework caused confusion, and have made it easy to accept the notion, widely circulated, that democracy itself is unsuitable for the area at this time.

#### SAQ 3.2 (Learning outcome 3.2)

##### Paraphrase this text in your own words

“Capital represents human creations that are used in the production of goods and services. We often distinguish between human capital and physical capital. Human capital consists of the knowledge and skills people develop (through education and formal or on-the-job training) that enhance their ability to produce, such as the taxi driver’s knowledge of the city’s streets or the surgeon’s knowledge of the human body. Physical capital consists of buildings, machinery, tools, and other manufactured items that are used to produce goods and services. Physical capital includes the driver’s cab, the surgeon’s scalpel, the ten-ton press used to print Newsweek, and the building where your economics class meets.”

McEachern, W.A. (1991). Economics: A contemporary introduction (2nd ed.). Cincinnati, OH: South- Western, page 3.

**SAQ 3.3 (Learning outcome 3.3)**

**Edit the errors in the text below**

The press, nor journalism, is often referred to as the fourth estate of the realm and a necessary component that act as the watchdog for a health democracy. This is a huge responsibility, indicative of the important and integral role that journalism plays in our society. According to Michael Schudson, journalism is “the business of a set of institutions that publicizes periodically (usually daily) information and commentary on contemporary affairs, normally presented as true and sincere, to a dispersed and anonymous audience so as to publicly include the audience in a discourse taken to be publicly important. Journalism can also be define has the deliberately and conscious efforts to gather information, collating and to analyze data for the purpose of informing, educating, and entertaining the people with a view of make an appropriate decision (Akinreti;2007). Journalism is also an investigation and reporting events, issues and trends to a severally large audience.

**SAQ 3.4 (Learning outcome 3.4)**

**Instruction: rewrite the following references in APA style format**

Miller, Kathrine 2001. *Communication theories: perspectives, processes and contexts*. Boston: Mc Graw Hill.

Odejide, Abiola 1996. (ed.) Preface, *Women and the media in Nigeria*, Ibadan: Women’s Research and Documentation Centre, vii.

Ige, Adebayo 2005. An evaluation of drug abuse prevention campaign strategies targeted at secondary school students in Lagos State. Ph.D. Thesis. Communication and Language Arts Department, University of Ibadan.

Franz-Balsen, Angela 2014. Gender and (un)sustainability—can communication solve a conflict of norms? *Sustainability*, 1973-1991, [www.mdpi.com/journal/sustainability](http://www.mdpi.com/journal/sustainability).

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## Bibliography



### Reading

Adekunle, M.O. 2004. Communication strategies for political mobilization of women in Oyo state, Nigeria. Ph.D. Thesis. Communication and Language Arts Department, University of Ibadan.

Adeniran, N.A. 2001. The effects of communication media on immunization programme in Oyo State, Nigeria. Thesis,

Andsager, J.L., Weintraub, E., Bruce, A. and Pinkleton, E. 2002. Gender as a variable in interpretation of alcohol-related messages; *Communication Research*, Vol. 29 No. 3, 246-269.

Nolte, I. (2007). Ethnic Vigilantes and the State: The Oodua People's Congress in South-Western Nigeria. *International Relations*, 21 (2), 217-235.

## Study Session 4

# The Writing Process

## Introduction

This study session will take you through writing process. You should know that everything in life begins with a process. To achieve success in your academic writing you need to pay attention keenly to this session. You will be taken through four stages of writing. You will be taught in the prewriting stage on how to get ideas, while in writing stage you will discuss how to put these ideas together. The revising stage will teach you how to put your ideas on the paper properly. Lastly, the proofreading stage of writing process will allow you polish your work into a fine piece of writing.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 4.1 *generate* ideas through prewriting process
- 4.2 *put* ideas together in writing stage
- 4.3 *revise* written ideas properly
- 4.4 *polish* written works

## Terminology

<b>Writing process</b>	An approach to writing that entails the recursive phases of pre-writing, drafting, revising, editing, and publishing.
<b>Brainstorming</b>	Process for generating creative ideas and solutions through intensive and freewheeling group discussion.

## 4.1 Prewriting Stage

In this section, you will be taken through the process of getting ideas for writing. You will be able to explore all avenues through which you generate ideas for academic writing. As a matter of fact, any kind of activity that helps you loosen up, think about your topic, focus on purpose and analyze your audience will be discussed here. However, you should know that the prewriting steps depend on the kind of paper you are planning.

## 4.1.1 Generating Ideas

You should be aware that generating ideas at this stage depends on focusing on our thoughts, perhaps expanding them by seeking additional information. The truth is that what you write depends on what you think about. What you think about usually depends on what has happened to you or others, or perhaps as a result of what we have read, heard, seen, or done. Meanwhile, you can generate ideas in academic through these ways:

1. **Reading:** you need to realise that reading generally is one very important way of preparing for writing. Reading books, journal articles by interacting with the authors' ideas can help you generate ideas for topic.
2. **Group Discussion:** you can also generate ideas from formal or informal discussions with friends and family members. Sometimes, it could be through interviews.
3. **Personal Reflections:** you can do personal brainstorming in form of meditation or daydreaming to generate ideas for topic.
4. **Diary:** sometimes, when you keep diary where you write your observations day in day out it can help you generate ideas.
5. **Brainstorming:** Brainstorming involves offering ideas freely, without fear of criticism, allowing one idea to suggest another and another. You can brainstorm alone, but obviously, the process is more effective in a group. Therefore, brainstorming also helps you focus personal reflection.
6. **Daily Experiences:** Sometimes you may be stimulated to write as a result of something you have seen. It could be a film, an art exhibit, an accident, an animal in distress, a busy highway, a lonely farm pond, a thoughtful gesture, a construction site, a rare flower, a criminal act, a rude driver, a mime, a tornado, or a champion swimmer.

### ITQ

#### Question

Tade, your cousin has been having a challenge in generating ideas for his write-ups. She has come to you for help. How will you be of help?

#### Feedback

Hmm! That's brilliant! Did you say you will guide Tade into engaging in the points raised in SS 4.1.1 on how to generate ideas in academic? You may need to read that aspect once again.

## 4.1.2 Prewriting Steps

You will learn other steps in prewriting stage. So, you will be taken through these steps subsequently. The following are the steps:

### **Finding the Topic**

After you have learnt about things by reading, talking, listening, observing, and thinking, then you choose a topic that is right for you. You choose out of several topics you have access to. This could be any of the following:

- a. Boko Haram Insurgency
- b. 2015 General Elections
- c. Ebola Outbreak
- d. Nigeria's Super Eagles
- e. 66<sup>th</sup> Convocation Ceremony of the University of Ibadan
- f. ISIS and World Peace
- g. UI Distance Learning Centre

### **Narrowing the Subject of the Topic**

It is not possible for you to write everything about any topic you have chosen. So you need to narrow a subject to suit the length of the paper you plan to write. Usually, you find it difficult to narrow down the subject. But, you need to consider the attitude or opinion you want to share with your readers about the topic. Also you narrow the topic down based on time and space and determine the number of paragraphs you intend to write. Some of your writing tasks come with prescribed length of write-up. Consider these two examples:

1. The challenges faced by UI Distance Learning Centre
2. The importance of PVC to 2015 General Elections

### **Determining Purpose**

You need to decide what you hope to accomplish as a result of your writing. Do you simply want to report information on the assumption that others may be interested? Do you hope to analyse the problem in an effort to find an answer? Do you want to persuade local government to do something about the problem? Do you want to offer suggestions for alternate play areas? Do you want to warn the children about the dangers of playing in the street? In other words, you must decide why you are writing. Therefore, you should put your purpose in a sentence. Consider these examples:

1. This essay intends to examine these challenges as they affect UI Distance Learning Centre students.
2. The Nigerian citizens need to be informed about importance of PVC to 2015 General Elections.

### **Analysing the Audience**

Your audience determines dozens of details about your writing: **vocabulary, sentence structure, formality, psychological appeals, organization, and approach**. More than anything the audience you are writing for determines so many things that affect the topic and purpose of your writing. In academic, students write for their lecturers. So there is no doubt that that is a formal writing. Knowing and analyzing your audience is part of the prewriting process.

### Writing the Thesis Statement

Now that you know your purpose and you understand your audience, so what will you say to achieve your purpose with this particular audience? When you want to develop a paragraph you need a **topic sentence**, but when you intend to develop a whole essay you need a **thesis statement** which will cover all topic sentences that will contain in the essay. Consider these examples:

- a. Though there are numerous challenges facing UI Distance Learning Centre (DLC), there is no doubt these can be surmounted if they are tackled headlong.
- b. Several events prior to 2015 General Elections have shown that Nigerians are starting to understand the importance of PVC to the elections.

### Organising the Material

Now that you have learnt steps in prewriting stage from the beginning, you need to rearrange that list so that it becomes a plan for your paper which you can transform into an outline. Your organization may follow one of three plans: chronological order (as arranged in time), spatial order (as arranged in space), or some order of importance (as arranged by any measure of significance).

#### ITQ

##### Question

- a. One of the ways of generating ideas for writing is-----.
- b. You need a thesis statement when you want to write-----.

##### Feedback

- a. Reading, brainstorming, group discussion, dairy, personal reflections, etc.
- b. An essay

## 4.2 Writing Stage

In this section, you will be exposed to writing. You should know that the process of writing the first draft is nothing more than the development of your prewriting-activity products. You should see it as the first draft. So there is a link there between prewriting and writing stages. Writing first draft, you should feel free to express your ideas without worrying about mechanical details, sentence structure, and other formal writing techniques. All these will be tackled later. Therefore, you will be introduced to good writing habits, writing sentences, writing paragraph and developing an essay (multi-paragraph).

### 4.2.1 Good Writing Habits

You should be aware that there are steps to good writing. These are habits that you should cultivate when doing academic writing. Therefore, the habits include the following:

- a. You should settle yourself down in a place that will be devoid of distractions. This means that you should get to work in the situation most comfortable for you.
- b. You should follow the plan you developed during the prewriting process by beginning with the topic or thesis sentence and add the supporting details suggested in your list or outline.
- c. You should go back to the prewriting steps that deal with organization and try a different plan if the drawn list is not working well and rearrange supporting details accordingly.
- d. Also, you should allow your thoughts to flow freely by not struggling with words or spelling or punctuation or other mechanical details. This means that you should concentrate on getting your main ideas on paper, writing quickly, perhaps even informally.
- e. You should frame them into paragraph structures as your thoughts flow.
- f. You should stick to your subject to maintain unity and avoid the temptation to wander off into interesting examples that do not support your topic or thesis sentence. In addition, you should try to use transitions or discourse makers to connect your ideas and to show relationships between and among them.
- g. It is important for you to complete a first draft in a single sitting in order to maintain a consistent tone and smooth continuity with less effort.

### 4.2.2 Developing Sentences

Already you have learnt much about writing good sentences in lesson one because sentences make up a foundation for the whole essay. In short, sentences are the building blocks that must be of good quality. However, you will be exposed to characteristics of good sentences in academic writing. They are the following:

- a. You need to exhibit one of four structures: simple, compound, complex, or compound complex in the course of your writing.
- b. You should endeavour to use strong words, including specific nouns and verbs when describing your subject in the essay.
- c. You should also introduce variety of sentences in terms of structure, form and style in your essay.
- d. You should present your ideas in parallel structures sentences in your essay.
- e. You should place your main idea in the main clause, and subordinate ideas in subordinate clauses. This means that for the clearest message and greatest emphasis, place ideas in sentences according to their importance.

- f. You should know that the most important word in any sentence is the last. So be sure to put your most important word last. The second most important word is the first.

## ITQ

### Question

Now, Tade is asking again what she needs to do to sustain the tips you have given him. What will be your recommendations?

### Feedback

If you will ask Tade to find a place that will be devoid of distractions to settle down. This means that she would get to work in the situation most comfortable for her. If you also ask her to follow the plan she developed during the prewriting process by beginning with the topic or thesis sentence and add the supporting details suggested in her list or outline, you have done brilliantly well. See more suggestions you should give in SS 4.2.1

## 4.2.3 Developing Paragraph

When it comes to paragraph, you need to know that writers use paragraphs to group their thoughts and to help the reader follow those groups of thoughts. While the paragraph can stand alone as a unit of writing, it is frequently combined with other paragraphs to create a larger work. Having discussed extensively in lesson two about paragraph, you will be only shown the characteristics of paragraph. They include the following:

- a. When you are developing a paragraph, you should write a topic sentence.
- b. You ensure that you supply subtopics through supporting sentences. You should realise that no magic number of supporting details makes a perfect paragraph; the details, added together, must clarify the topic and leave the reader satisfied.
- c. Also, you should arrange your list in some kind of logical order: chronological, spatial, or in order of importance.
- d. Then you should develop your notes.

## 4.2.4 Developing Multi-Paragraph

However, in case you are developing a full essay, the following are the characteristics of multi-paragraph writing:

- a. Your essay should contain an introductory paragraph, three body paragraphs, and a concluding paragraph.
- b. You should begin with an introductory paragraph that includes any one of a number of devices to attract reader attention.

- c. You should conclude the introductory paragraph with a thesis sentence that states the topics to be developed in each of the body paragraphs.
- d. You should show in the thesis sentence the order in which the body paragraphs will be developed.
- e. You should include a separate body paragraph for each main idea.
- f. Also, you should include in each body paragraph a topic sentence derived directly from the thesis sentence.
- g. You should rely on careful use of transitional words and phrases to connect ideas within and between paragraphs.
- h. You should employ, on occasion, transitional sentences to connect ideas between paragraphs
- i. You should follow a logical plan, using any one of the orders of development.
- j. You should conclude with a paragraph that summarizes, emphasizes, or otherwise brings the paper to a satisfying end.
- k. You should include the characteristics peculiar to the chosen method of development.

### ITQ

#### Question

- a. One thing a writer must not do at the writing stage is-----.
- b. -----building blocks of a paragraph.
- c. A paragraph must have a-----.
- d. In a long essay, the topic sentences are derived from-----.

#### Feedback

- a. Revising
- b. Sentences
- c. Topic sentence
- d. Thesis statement

## 4.3 Revising

After you have finished the prewriting and writing stages during which you have learnt how to write good sentences, good paragraphs, and good multi-paragraph papers. You realise this that the writing that occurs during the revision process actually makes a mediocre paper a good paper. The reason is because revision adds variety, emphasis, coherence, transition, and detail. Moreover, it eliminates wordiness, irrelevancies, and inconsistencies. So, revision polishes, hones, and perfects your writing. Thus, most professional writers agree that the real work comes in the revising. Meanwhile, this section will focus on revising structure, organisation and emphasis.

### 4.3.1 Revising Structure

In this unit, you will be introduced to revision of sentences, paragraph and multi-paragraph. The fact that sentences are building blocks of writing makes you begin revision at sentence level. Therefore, you should ask yourself:

1. If you have included a variety of sentence types, including simple, compound, complex, and compound-complex.
2. If your sentences begin in a variety of ways. For instance, do some sentences start with the subject while others start with an introductory phrase or clause?
3. If your sentences vary in length. Count the words. Because most writers tend to write sentences of similar length, varying the length usually requires a conscious effort.

For the paragraph, you should ask yourself:

- a. If your paragraph include a topic sentence, either stated or implied
- b. If your paragraph is part of a multi-paragraph paper, does it begin with a transitional word, phrase, or sentence to tie it in with the previous paragraph
- c. If your paragraph include sufficient specific details that support or explain the topic sentence
- d. If you have included specific rather than abstract details
- e. If you have maintained unity throughout my paragraph. That is, have I avoided any material that does not directly support the topic sentence?
- f. If your paragraph follows a logical method of organization
- g. If you have included adequate transitional devices to connect the ideas within the paragraph
- h. If your paragraph ends with a clincher or concluding statement

For multi-paragraph, you should ask yourself:

- a. If your multi-paragraph essay begins with an introductory paragraph that includes an attention-getting device
- b. If your essay includes a thesis sentence
- c. If your thesis sentence states or implies the content of each of the body paragraphs that follow it
- d. If your thesis sentence establishes the order of the body paragraphs
- e. If your theme maintains unity throughout
- f. If there are adequate transitional devices to connect the paragraphs
- g. If your theme and paragraphs follow a logical order
- h. If your conclusion reflects the thesis sentence and offer a summary, final statement, or final observation that relates to the thesis sentence

### 4.3.2 Revising for Consistency

The next thing you should check is consistency in your writing, especially **consistent point of view** and **consistent verb tense**. Therefore, you should ask yourself:

- a. If you have used the point of view most appropriate for the purpose of my work? For instance, using second-person point of view results in finger-pointing didactic writing and may not endear you to your audience. A third-person point of view appears more formal, less personal. A first-person point of view is usually reserved for narratives or short stories, usually too informal for classroom work.
- b. If you have maintained a consistent point of view throughout the writing

## ITQ

### Question

Tade, this time, has followed your recommendations and has written her essay. She wants you to check for consistency. What are the issues you will be considering?

### Feedback

To check for consistency in Tade's writing, especially **consistent point of view** and **consistent verb tense**. Therefore, you should verify:

If she has used the point of view most appropriate for the purpose of her essay? For instance, using second-person point of view results in finger-pointing didactic writing and may not endear her to her audience. A third-person point of view appears more formal, less personal. A first-person point of view is usually reserved for narratives or short stories, usually too informal for classroom work. Revert to 4.3.2 for more insights.

### 4.3.3 Revising for Emphasis

You should be aware that emphasis begins at the sentence level. If your sentences carry proper emphasis, chances are the entire essay shows proper emphasis. Therefore, to achieve emphasis you ask yourself:

- a. If you have the main ideas in main clauses and supporting ideas in subordinate clauses
- b. If you have put the most important ideas at the end of your sentences
- c. If the second most important ideas are at the beginning of my sentences
- d. If you have used items in a series, are they structurally parallel?
- e. If you have listed several items in the course of several sentences, could you improve the listing by putting the items in a parallel series?
- f. If you have avoided dangling and misplaced modifiers

**Question**

- a. Transitional expressions are important for developing-----
- b. You revise for consistency in verb and-----.
- c. Parallel structure in writing is good for-----.

**Feedback**

- a. Paragraph
- b. Point of view
- c. Emphasis

## 4.4 Proofreading Stage

In this section, before the final draft, you need to proofread your essay after you have already revised the content and structure. At this stage in your writing process, you will concern yourself with two aspects: punctuation and mechanics, and grammar and usage.

### 4.1.1 Punctuation and Mechanics

Dealing with this part of proofreading stage, you need to acquaint yourself with punctuation marks and their usage in essay writing. Therefore, you need ask yourself:

1. If you have punctuated your sentences accurately so that you have avoided major sentence errors like fragments and run-ons
2. If you have included accurate punctuation so that the meaning of sentences is clear
3. If you used semicolons and colons, whether you have used them accurately
4. If you have used accurate capitalization
5. If documentation is required, whether you have documented accurately
6. If the documentation note complete and accurate, including its punctuation
7. If the corresponding bibliography complete and accurate and punctuated correctly?
8. If you have spelled all words correctly. You should refer to a good dictionary for preferred spellings.

### 4.4.2 Grammar and Usage

The grammar and usage part of proofreading in writing is also important. Therefore, you need to ask yourself:

1. If all of your subjects and verbs agree
2. If your nouns and pronouns agree both in number and gender
3. If you have used the correct verb forms, especially for irregular verbs
4. If you have used the objective case accurately where it is required
5. If you maintain the use of the nominative case after a linking verb

6. If you have avoided using the adjective form when the adverb form is required

### ITQ

#### Question

- a. Checking for capitalisation in academic writing is part of-----  
-----.
- b. Checking for subjects-verbs agreement is checking for-----  
-----.

#### Feedback

- a. Punctuation and mechanics
- b. Grammar

---

## Study Session Summary



### Summary

In this Study Session, you have been taken through how to generate ideas through prewriting process; how to put ideas together in writing stage; how to revise written ideas properly and how to polish written works.

---

## Assessment



### Assessment

**SAQ 4.1, 4.2, 4.3 and 4.4** (Learning outcomes 4.1, 4.2, 4.3 and 4.4)

- a. Develop a thesis statement each from the following topics/subjects:
  - i. Ebola Outbreak
  - ii. Nigeria Super Eagles
- b. Develop a single paragraph which will have a topic sentence and subtopic sentences from of the topics/subjects above.
- c. Revise the paragraph below underlining any of its part that lack structure, emphasis and consistency:

In recent years thousands of people has been killed and displace as a result of these terrorist group inventing their territorial district. ISIS has taken over large chunk of Syria and Iraq and are now holding weapons, armour and vehicles provided by the United State of Army. They have declared all that follows them to be safe, everyone else Muslim or non- Muslim in their cross hairs. ISIS has killed thousands of Iraq and Syria. Sadly those alive are not given any attention in the world since people are very busy watching the event on international and national

- television and paying little or no concern about the life and happening in the middle east.
- d. Provide two examples each of proofreading from the above paragraph.

---

## Bibliography



**Reading**

Bowker, N. (Ed.) (2007). *Academic writing: A guide to tertiary level writing*. Massey: Massey University.

Sorenson, S. (2010). *Webster's New World student writing handbook*. 5<sup>th</sup> Ed. Canada: Wiley, Hoboken, NJ.

## Study Session 5

# Critical Thinking

## Introduction

This study session will take you through critical thinking. Some people have contended that there are really five language skills, and thinking is the fifth of them after reading, writing, listening and speaking. Therefore, another defining feature of academic writing is evidence of some critical thinking. Although being critical is one of the most difficult and elusive aspects of academic writing, it is a feature that can gain high rewards. Indeed, critiquing theories, arguments, and evidence often gains significant marks in assignments. You should know that it is important to be able to develop some critical thinking skills and to communicate these in your writing.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 5.1 *describe* critical thinking
- 5.2 *distinguish* what is not critical thinking
- 5.3 *identify* features of critical thinking

## Terminology

<b>Critical thinking</b>	The objective analysis and evaluation of an issue in order to form a judgement.
<b>SWOT</b>	A basic, analytical framework that assesses what an entity (usually a business, though it can be used for a place, industry or product) can and cannot do, for factors both internal (the strengths and weaknesses) as well as external (the potential opportunities and threats).

## 5.1 Describing Critical Thinking

You should be aware that thinking involves **the mental manipulation of information for the purpose of reasoning, solving problems, making decisions and judgments, or simply imagining**. Although you cannot see thinking processes, you can make inferences about these processes from behaviour. That is the reason why the study of behaviour in

communication is important. Writing being an expressive communication also relies much on the processes of thinking through which as a writer you can make your thoughts and attitudes about a particular subject/topic known to your readers. So, critical thinking usually centres on making you aware of the argumentative content of everyday life, especially you present it in your writing. Also, it makes you to think rationally about the way in which you can argue issues in your writing.

Moreover, you need to know that the main purpose of academic writing is to demonstrate to the reader that you have thoroughly engaged with the ideas and interpretations of academic experts. This process is not often about reaching a definitive or absolute answer or conclusion to an issue. Rather, it is about you joining in a broader academic debate about the pros and cons, advantages and disadvantages, or strengths and weaknesses surrounding a particular issue. It is only through critical thinking that you can achieve this.

### ITQ

#### Question

As a writer, critical thinking affords you the opportunity of-----  
--.

#### Feedback

Making your thoughts and attitudes about a particular subject/topic known to your readers

## 5.2 Wrong Ideas about Critical Thinking

You yourself may have had wrong perceptions of critical thinking which you need to correct. Correcting these notions will go a long way to improve your writing. Therefore, the following are some of the wrong impressions about critical thinking:

- a) It is common for those beginning their journey into academic writing to think that being critical is all about picking out the negative or weak aspects of a process or theory. This may lead you to unnecessary feelings of tension when you are assigned the task of criticising a system that may have many useful attributes.
- b) You may also think that the practice of criticising something that has already been decided upon and implemented may seem futile because of the lack of short and long-term application.
- c) In addition, you may reason that being given the task of criticising the work of a renowned author may appear to be an unreasonable demand because of your lack of knowledge and experience who just entered a discipline for the first time.
- d) Then you usually think that the fact that the author has had their work published means that whatever information they have written has already undergone a rigid process of change and evaluation, thereby rendering the your own criticisms as unnecessary and without substance, or application.

## ITQ

### Question

It can be deduced from the above that one reason students think critical thinking is not necessary is because of their-----.

### Feedback

Wrong impressions about critical thinking

## 5.3 Features of Critical Thinking

The following are the features of critical thinking should take note in your writing process:

1. You should get this clear that being critical involves not only the identification of weaknesses, but also strengths. Really, your pointing out the benefits and particular advantages of a system also demonstrates a level of evaluation and critical thinking because you will be compelled to make a judgement about the usefulness of a system. This is likely to involve comparing the strengths of one system with another, thereby, contributing to a more in-depth level of analysis.
2. Also, you should realise that the practice of being critical is about showing your readers that you have read widely and understood different interpretations and points of view, even if there will never be any application of your discussion and findings.
3. Aside from the fact that you are inexperienced, your reading extensively and drawing on the criticisms of other authors will provide you with the skills and knowledge to competently evaluate the workings and ideas of experts.
4. Moreover, you should not try to overestimate the value and certainty of any one theory or point of view, because it is highly unlikely that a single organisation or person can ever totally account for the entire collection of circumstances, positions, and interpretations within their belief system, which has been shaped at a particular point in time.

Other than all these features, you can really improve on your critical thinking if you observe the following:

1. You make up a list of the strengths and weaknesses or limitations surrounding a topic you intend to write about.
2. You consider the advantages and disadvantages pertaining to an issue before you write about it.
3. You write down the costs and benefits of a solution or outcome.
4. You carry out a **SWOT (Strengths, Weaknesses, Opportunities, Threats)** analysis of any issue.
5. You could also carry out a **PESTLE (Political, Economic, Sociological, Technological, Legal, Environmental)** analysis of a topic you want to write about.

6. You can look at the topic from different angles, for instance by imagining yourself in the role of someone occupying a different social identity (a woman, man, elderly citizen, greenie, artist, activist, chief executive, politician), and pondering the pros and cons surrounding the topic from this other perspective, as well as the gaps in the topic which neglect your needs and concerns.

## ITQ

### Question

SWOT stands for strengths, weaknesses, opportunities and-----.

### Feedback

Threats

---

## Study Session Summary



### Summary

In this Study Session, you have been taught how to describe/define critical thinking, how to distinguish what is not critical thinking from what is not and how to identify features of critical thinking with how to sharpen your critical thinking through techniques such as SWOT and PESTLE.

---

## Assessment



### Assessment

**SAQ 5.1** (Learning outcomes 5.1, 5.2 and 5.3)

- Attempt a definition of critical writing.
- In one sentence mention one misconception of critical thinking.
- Explain how you think SWOT technique of critical thinking can aid prewriting stage process?

---

## Bibliography



### Reading

Bowker, N. (Ed.) (2007). *Academic writing: A guide to tertiary level writing*. Massey: Massey University.

Roderic, A. G. (2011). The Question of the Question in Critical Thinking? In P. Blackburn, H. Ditmarsch, M. Manzano and F. Soler-Toscano (Eds.), *Tools for Teaching Logic*, (93-100). London: Springer Heidelberg Dordrecht.

## Study Session 6

# Diction: Finding the Right Word

## Introduction

...Words are to writing what bricks and slabs are to building. Knowing exactly which word would best convey a thought, express an emotion or clarify an issue is not an easy task. If you must produce a quality academic writing that will present you to your lecturer as one with a mastery of the art of writing, you must learn how to find and use the right word. There must have been times you could not just recall the right word or you are just sure the word you used was not it. It feels very discouraging getting back from your lecturer your draft all painted in red ink with many of your words ringed as misused, misspelt or inappropriately used. This study session focuses on how to overcome some of the writing problems that are related to diction, the choice of appropriate words in writing, and presents the materials that can help you increase your functional word power.

## Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 6.1 *underscore* the importance of diction to quality academic writing
- 6.2 *provide* guidelines to the student vocabulary development

## Terminology

<b>Vocabulary</b>	A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined
<b>Diction</b>	Style of speaking or writing as dependent upon choice of words

## 6.1 Importance of Register

Academic writing is also a specialised form of writing as it constitutes the background for most other forms of writing. Fowler and Aaron (2007) presents succinctly in the following words the demands of academic writing: “As an academic writer, you participate in a discipline community first by studying a subject, acquiring its vocabulary, and

learning to express yourself in its ways.” Most learner writers only focus on knowing what to write, neglecting the language demands of writing. Acquiring appropriate vocabulary and using it appropriately are hallmarks of a good academic writer. This brings us to the subject of register.

Register is the vocabulary that is associated with a particular field. It is a set of words that are used by people who belong to the same field or discipline to communicate. Anybody writing in that field also must endeavour to use the same language well understood by members of the discipline. Consider the following statements:

When the president speaks to a country, it is called an address.

When a public figure speaks at an occasion, it is called a speech.

When a pastor speaks to a congregation, it is called a sermon or a message.

When a politician speaks about his proposed programme, it is called a manifesto.

When a broadcaster gives information about current happenings, it is called news.

When a professor teaches a class, it is called a lecture.

How would readers respond to your writing if you refer to President Mohamadu Buhari’s inaugural speech as a sermon? They either assume you’re mischievous, antagonistic or simply ignorant. You also wouldn’t call Pastor Adeboye’s sermon a manifesto, would you? You know very well that secondary school students are not called pupils, right? Despite that all the examples provided above could be described as speech, their contexts have imposed on them specialised words and failure to use them is considered an error.

When you hear the following words: speaker, deputy-speaker, majority leader, minority leader, Clark of the house, senate chamber, bill, and hearing, would you think the “speaker” being referred to is a sound amplifying device? Your mind goes straight to politics and governance generally, and specifically to the legislative arm of government. That is exactly how register operates. Register identifies a discourse field. Using the words that are associated with a specific field convinces your lecturer that you indeed know what you are writing. Vocabulary development skills provide some ways of improving one’s word power.

## 6.2 Vocabulary Development

Vocabulary development focuses on how you can increase the number of words of a language at your disposal. When writing, two vocabularies are at work: the vocabulary of the language adopted for the writing (as documented in dictionaries) and your own vocabulary (which is the amount of words of the language you can appropriately use). Your writing, however, will be judged against the vocabulary of the language. Therefore, the responsibility is yours to constantly attempt to increase your knowledge of a language—your functional vocabulary. You have

learnt in CLA 101 and CLA 102 different ways of increasing your word power. This section reviews two of those ways: using dictionary and thesaurus and acquaintance with specific field.

### 6.2.1 Using Dictionary and Thesaurus

Dictionary is a companion to any serious writer. A dictionary saves a writer from making inexcusable mistakes. At this level, you need a very good learner's dictionary. In addition to providing the meaning of words, a learner's dictionary indicates synonym, antonyms, word class, pronunciation clues and usage examples. A thesaurus provides you with an array of words that could be used instead of that one word. Many learners misuse both the dictionary and the thesaurus. Both are reference books and not textbooks. They are not to be read like novels as in doing that, attention is most likely to focus only on meaning of words or their alternatives at the expense of other important information about the attributes of words and their usage.

When reading or writing, a dictionary and a thesaurus could be resorted to when all other means of knowing the meaning of a word are exhausted. Always utilise all the information a dictionary provides about a word. A dictionary may indicate if a word relates to the military, literature, poetry, geography, physics or religion. That may save you from using an informal word in a formal context or from using a vulgar expression in a hallowed chamber. Likewise, after having consulted a thesaurus, you may still refer to a dictionary to fully understand whether a word is appropriate or not. Do not just substitute a word for another word simply because a thesaurus lists them as synonyms. Some words and synonyms but the contexts of their usage differ.

While a learner's dictionary improves your general vocabulary, a special dictionary improves your acquaintance with the specific vocabulary of a specific field (Fowler and Aaron, 2007). In fact, a special dictionary provides the register of a field. It contains the words that are used within a field, discipline or community or about a specific subject. While a general dictionary may present parliamentarian and senator as synonyms, a special dictionary will provide the details that distinguish them from each other. This makes special dictionary the best option when writing addresses a technical or specialised subject. For instance, if you are writing on the recently conducted presidential election, a dictionary of politics or political science will be of greater help to you than a general dictionary would. Many of such special dictionaries are now accessible on the Internet.

#### ITQ

##### Question

Vocabulary development allows using any form of words that sounds great and big in any writing a person wants. How valid is this?

### **Feedback**

This is not valid at all. Vocabulary development is centred on how you can increase the number of words of a language at your disposal. It involves the attempt by anyone to learn words used in particular situation and its appropriateness.

## **6.2.2 Acquaintance with Specific Fields**

A million dictionaries and thesauri, whether general or special, cannot do for you what familiarising yourself with the discourse of a field would. The reason is that it is problematic finding the right contexts for words learnt in isolation. To best understand which words are used in a field and how they are used, you have to read the texts written by members of the field. You cannot possibly acquire the register of journalism by reading chemistry texts. When collecting materials to for developing your essay, you have to be focused. For example, if you are to write an essay on menstruation, a beautiful piece written on menstruation by a man whose trade is carpentry will be a bad reference. The reasons are that he is a man, thus lacking the experiential authority on the subject, and he is not a gynaecologist, thus lacking the professional authority on the subject. Such a carpenter is not likely to use the appropriate words that define the subject in the professional field to which it belongs.

The discourse of a field present the vocabulary of that field in action and best guide on which words are used and how they are used in that field. Whole texts constitute the examples that dictionaries could not provide for want of space. Special dictionaries become good learning aids as they are optimally used when reading in specialised fields. Every assignment, therefore, is an opportunity for you to increase your vocabulary of a specific field. It should be seen as such by a serious learner of writing, unfortunately though most see it as a punishment and thus squander the invaluable opportunity to increase their word power. In order to reverse this trend, the next time you read for a specific assignment, give attention to both the subject and the language, noting the words that feature prominently in the materials you read and observing how they are used in contexts. Without much effort, you build a functional mental dictionary of the register of that field. This is exactly what Pearson, Nelson, Titsworth and Harter (2011) prescribe in improving language skills.

Building functionally rich vocabulary is an asset to a writer. As such, it is worth all the efforts it requires. Dictionary and thesaurus offer good companionship in building a functional vocabulary. Much more, immersing oneself in specialised discourses unlocks the power of aptness of word choice to a learner writer. If you have ever desired the recognition and the accolades that renowned writers attract, this chapter just presented you with some of the resources you need to attain that much coveted status.

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## Study Session Summary



### Summary

In this Study Session, we identified how to overcome some of the writing problems that are related to diction, the choice of appropriate words in writing. Can you present the materials that can help you increase your functional word power? If you answer in the affirmative, proceed! Otherwise, do a study of this session once more.

---

## Assessment



### Assessment

#### SAQ 6.1 (Learning outcomes 6.1)

Examine the importance of diction to quality academic writing.

#### SAQ 6.1 (Learning outcomes 6.2)

How does a dictionary help vocabulary development?

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## Bibliography



### Reading

Pearson, J., Nelson, P., Titsworth, S., and Harter, L. (2011). *Human Communication*. 4th edition, New York: McGraw-Hill

Fowler, H. R. and Aaron, J. E. (2007). *The Little, Brown Handbook* 10th edition New York: Pearson Longman

# Study Session 7

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## Avoiding Inappropriate Language

### Introduction

It is always very discouraging to know exactly what to say without knowing how to say it. Some of your expressions are not just considered as appropriate by your lecturer. Do not be frustrated. That experience is common to everyone learning to write. This study session is designed to help you understand why some of your expressions are unacceptable. The knowledge will help you avoid some expressions that could be out of taste and those that are outright offensive. For many learner writers, the content of this chapter will appear unavoidable in practice since everybody uses them. You just have to make necessary efforts to avoid them if you want to make a career of professional writing.

### Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 7.1 *identify* inappropriate language forms commonly used in writing
- 7.2 *highlight* how such language forms could be avoided in academic writing

### Terminology

<b>Slang</b>	A type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people.
<b>Profane</b>	To treat (something sacred) with abuse, irreverence, or contempt

### 7.1 Inappropriate Language in Writing

There are too many inappropriate forms of language used in writing for the scope of this chapter. Therefore, the focus of this chapter will be those inappropriate language forms that are common in general and academic writing. In that category the following have been identified: sexist language, racist language, ageist language, profane language, and slangs.

### **7.1.1 Slangs**

Slang is a specialized language of a group of people who share a common interest or belong to a similar co-culture (Pearson, Nelson, Titsworth and Harter, 2011). Slangs are essentially informal. Therefore, their use in academic writing must be guided by contextual demand (Fowler and Aaron, 2007). Consider the following statement: That chick is very beautiful. Chick in this context is a popular slang for a lady considered sexually appealing. Any unwary reader may get confused at the meaning of that statement by imposing the literal meaning of chick on the expression. That is why it is inappropriate to use slangs in academic writing except it is necessary to make full sense. The reason is that slangs are restrictive in meaning. Slangs also can carry a connotation that is distasteful. That is why they are best avoided in academic writing.

### **7.1.2 Sexist Language**

Language that excludes individuals on the basis of gender is described as sexist language (Pearson et al., 2011). Gender has become a serious consideration in many spheres of life with the global growth of feminism and gender activism. As a result, you must avoid burying one sex under a label that describes another sex. Instead of Man must struggle to survive, it is more appropriate to write People must struggle to survive. “Man” is no longer an acceptable alternative for “people”, “humans” or “humanity”. Also, you must avoid unnecessary sex/gender labels like Dr (Mrs) and male nurse. A doctor is a doctor and a nurse is a nurse, whether male or female.

### **7.1.3 Racist Language**

A racist language is that which insults a group because of its skin colour or ethnicity (Pearson et al., 2011). Expressions like Black people are less intelligent and White people are less human are racist. Such expressions are spurred by a handful experience that is generalized over an entire race. The practice is unacceptable and it is categorized as hate language, several forms of which had caused wars and other forms of violence in different parts of the world.

### **7.1.4 Ageist Language**

Ageist language describes and denigrates people on the basis of their age (Pearson et al., 2011). It is easy for young people to think that Old people should not be a priority in national economic planning since they are an unproductive section of the population. Old people may also assume that Young men of today waste their productive time singing, dancing and browsing the Internet. Such expressions put a group of people in a box because of their age. They, therefore, must be avoided in academic writing.

## ITQ

### Question

What problem does the expression “Man must find solutions to human challenges” pose? How can the writer avoid this problem?

### Feedback

The expression “Man must find solutions to human challenges” is a sexist language. The writer can avoid the problem by writing “People must find solutions to human challenges” instead.

## 7.1.5 Profane Language

Profanity is a serious issue as people consider the religious aspect of their lives or nations as sacred. Profane language is that which denigrates holy or sacred persons or objects (Pearson et al., 2011). Many conflicts, crises and wars have ensued in different parts of the world as a result of profanity. Therefore, when you write whether on subjects as sensitive as religions and faiths or on neutral subjects as politics and health, you must guard against any careless slip into profanity as the consequence is always too grave for the provocation. Always ensure you avoid expressions that can portray other people’s religions or faiths in bad light such as describing a religion as evil or its devotees are confused or ignorant. It is a hallmark of civility to learn to manage one’s disagreement peacefully and to acknowledge other people’s conviction, even though one does not share the same.

Like dressing unfit for an important occasion, inappropriate language use singles you out for criticism and at times for reprimand. Although most of these inappropriate language forms are already a habit, they can be unlearned through determination and constant practice, to make room for learning to use acceptable expressions. A single expression in bad taste can mar a beautifully written piece. Your readers, and most times, your lecturers do not pardon such infelicities, and the latter is often with a consequence. You have to keep working at it until you break the habit of using inappropriate expressions.



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## Study Session Summary



Summary

In study session seven above, the lesson is designed to help you understand why some of your expressions are unacceptable. I am optimistic that you now can successfully harness your thoughts into written texts. Do not forget to keep making necessary efforts to avoid unacceptable expressions if you want to make a career of professional writing. Wish you success.

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## Assessment



### Assessment

#### SAQ 7.1 (Learning outcome 7.1)

Identify inappropriate language forms commonly used in writing

#### SAQ 7.1 (Learning outcome 7.2)

Highlight how such language forms could be avoided in academic writing

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## Bibliography



### Reading

Pearson, J., Nelson, P., Titsworth, S., and Harter, L. (2011). Human Communication. 4th edition, New York: McGraw-Hill

Fowler, H. R. and Aaron, J. E. (2007). The Little, Brown Handbook 10th edition New York: Pearson Longman

# Study Session 8

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## Forms of Writing

### Introduction

This study session will take you through specific forms of writing in this course. The forms include research paper, term paper, letters (business & editorial), memos and e-mails, review and critique, feature article, minute of meeting and resume. These forms of writing will be discussed based on definition and explanation, characteristic features, writing process and example.

### Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

8.1 *distinguish* the forms of writing in this course

### Terminology

<b>Research paper</b>	A substantial piece of academic writing, usually done as a requirement for a class, in which the author does independent research into a topic and writes a description of the findings of that research.
<b>Memo</b>	Usually brief written message from one person or department in an organization, company, etc., to another.

### 8.1 Forms of Writing

In academic writing, there are various forms of writing that this session will teach you. They are the following:

#### 8.1.1 Research Paper

A research paper reports research findings. The research is a literal searching again through what others have written on a subject. What this means is that research is about investigating what others have written. Also, you should be aware that research is called term paper.

## 8.1.2 Letters

You communicate with your friends, enemies, business associates, or government. Again, you can choose to express your opinions regularly in letters to newspaper and magazine editors. You will be introduced to both business and editorial letters.

## 8.1.3 Memos

You should know that a memorandum or memo is a letter designed to be used within a department, or between the departments or branches of a business.

### ITQ

#### Question

- (a) List and explain five forms of writing

#### Feedback

#### SAQ Answer (6.1)

- (a) You could choose from the examples above

## 8.1.4 E-mails

Electronic mail (or e-mail) is used to transmit any kind of writing, personal or professional, which is sent electronically over the Internet.

## 8.1.5 Review/Critique

Reviews are free-form and highly personal, reflecting the opinions and experiences of the reviewer. Reviewing could be of novels, films, concerts, scientific work, art exhibits, or plays often serve as an audience's introduction.

## 8.1.6 Feature Article

The feature article provides information concerning human interest. It covers a broad range of newspaper or magazine articles, either online or in print, that include everything except straight news, editorials, and advertising.

## 8.1.7 Minutes of Meeting

They simply record the business that occurs during a meeting. Assuming you are a secretary of an organisation or a club, your primary responsibility will be to take notes of what happens at any membership meeting.

## 8.1.8 Resume

A resume is a summary of your qualifications for a job, which usually includes your educational background, work experience and references.

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### Study Session Summary



#### Summary

You have been taken through different forms of writing such as research paper, memos, e-mail, review, feature article and minutes of meeting. These forms will be subsequently expanded and explained in other sessions.

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### Assessment



#### Assessment

#### SAQ 8.1 (Learning outcome 8.1)

How will you differentiate between a research paper and reviews?

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### Bibliography



#### Reading

Bowker, N. (Ed.) (2007). *Academic writing: A guide to tertiary level writing*. Massey: Massey University.

Sorenson, S. (2010). *Webster's New World student writing handbook*. 5<sup>th</sup> Ed. Canada: Wiley, Hoboken, NJ.

## Study Session 9

# Writing Research Paper

## Introduction

This study session will take you through how you can write research paper. Just as you have already been taught above, a research paper reports research findings. The research is an accurate searching again through what others have written on a subject. What this means is that research is about investigating what others have written. Also, you should be aware that research is called term paper. Therefore, you will be taught the definition, characteristics and stages of research paper writing. In addition, you will be shown a model sample of research paper.

## Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 9.1 *describe* research/term paper
- 9.2 *identify* the basic features of research/term paper
- 9.3 *write* research/term paper following its stages

## Terminology

<b>Term paper</b>	A research paper written by students over an academic term, accounting for a large part of a grade.
<b>Plagiarism</b>	The practice of taking someone else's work or ideas and passing them off as one's own.

## 9.1 Describing Research/Term Paper

You should know that research/term paper is about investigating what others have written and reporting it. Sometimes, research/term papers may either report research or evaluate research information. If your paper reports your research, it tells what you have read, either from a single source or from many sources. Again, if your paper evaluates research information, it addresses why or how. Thus, you should be aware that it is usually either a comparison-and-contrast or cause-and-effect paper. However, you need to note this that your research/term paper must never be a cut-and-paste compilation of internet, electronic, or hard-copy text. If you present this as a research, then you will be penalised heavily. The

reason being that, this manner of research is nothing but plagiarism. Meanwhile, you should be aware that the use and meticulous acknowledgment of multiple sources and multiple kinds of sources combine to produce effective research papers.

## ITQ

### Question

- a. The cut-and-paste compilation of internet, electronic, or hard-copy text for research/term paper and no acknowledgement of sources leads to-----.

### Feedback

- a. Plagiarism

## 9.1.1 Basic Features of Research/Term Paper

Already, you have been taught the definition of research/term paper. Now you will be shown the peculiar characteristics of research/term paper. So, the following are the features of real research/term paper:

1. Research/Term paper shows careful, comprehensive reading and understanding of the topic.
2. Research/Term paper reveals information from a diverse variety of sources such as print and electronic.
3. Research/Term paper establishes, in its introduction, a thesis to be developed during the course of the paper.
4. Research/Term paper follows a clear organization, chronological order, spatial order, and order of importance.
5. Research/Term paper employs the principles of good composition.
6. Research/Term paper includes direct quotations, paraphrases, or summary that supports the thesis.
7. Research/Term paper includes parenthetical notes, endnotes, or footnotes, where applicable.
8. Research/Term paper includes a list of works cited (references).
9. Research/Term paper exhibits careful, thorough documentation of sources of all ideas (bibliography).
10. Research/Term paper includes direct quotations in support of its thesis.
11. Research/Term paper follows a carefully prescribed format.

## ITQ

### Question

- a. In a research/term paper, you establish the thesis of the paper in the-----

### Feedback

- a. Introduction

## 9.2 Stages in Writing Research/Term Paper

You will think that writing research/term paper is simple and direct. You will find in the course of your writing that you come across problems that either force you to go back to a previous step, or to think ahead to the next. Sometimes, when you think you have completed your research, you may discover that you need new information to fill a gap or add support. Moreover, when you think you have accomplished a sensible outline, you may find that your paper does not flow smoothly, which means that it lacks organisation. Therefore, more often than not, you must go back to rethink, reread, rewrite your research/term paper. Meanwhile, the following process works well if you understand and accept as a fact of the research life the cyclical nature of research:

### 9.2.1 Stage One: Selecting a Suitable Topic

Here you can start with what interests you, or a broad topic. Sometimes, when you are already given a topic, you can start with that. Then, you narrow it down to suit your paper's purpose. For instance, your topic is: **Nigeria's elections since 1999**. When you turn it into a question you have this: **what have been the major challenges of Nigeria's elections since 1999?** You should know that answers to this question will suggest narrowed topics, some of them possibly suitable for your research paper. Some of the answers that will come to your mind include: **rigging, security, voters' education, independence of electoral body, voter apathy** etc. But, you need to pick one of these answers to have a narrowed topic. Suppose you picked **security**, then you can have this narrowed topic: **security challenges in Nigeria's elections since 1999**.

### 9.2.2 Stage Two: Listing the Possible Parts of the Topic

Now that you have your narrowed subject in mind, then you need to use logic and imagination to decide what to include by putting yourself in the reader's seat. You should ask yourself these questions: What do I want to know about this subject? What questions do I need answers? Make a list of possible subtopics. Consider this example:

**Narrowed Topic: Security challenges in Nigeria's elections since 1999**

**Subtopics: electorate safety; INEC officials' safety; the safety of INEC materials; the miscreants' problem; problem of free and fair elections; candidates' safety; internal security; national security; media security, etc.**

You need to know you can avoid wasting time and reading unrelated material by listing these subtopics. Of course, this is a preliminary list which will change as you do your research. Therefore, it is better you develop a list of possible subtopics to guide your early research.

### **9.2.3 Stage Three: Writing the Thesis Statement**

Writing your thesis statement will help guide your research, though it may slightly change in the course of the research. More importantly, you should remember that a thesis statement is full sentence with subject and verb, or subject and predicate. Your topic and subtopics are just phrases. Therefore, consider this example from the topic:

**Narrowed Topic: Security challenges in Nigeria's elections since 1999**

**Thesis Statement: The security challenges in Nigeria's elections since 1999 have taken new dimensions.**

### **9.2.4 Stage Four: Findings Materials for Research Paper**

Materials can be sought manually and electronically. After your thesis and list of possible topics in place, you should select books, magazines, pamphlets, journal articles that treat your research topic. Meanwhile, when you engage in internet (Web) finding of materials, you need to limit it to three search engines that will make your endeavour most effective and least time-consuming. You need to consider the relevance of results because search engines rank results, those appearing first are the most likely to be helpful. Moreover, you need to evaluate the materials you have got for your research/term paper. You need to know the authors, publishers, the coverage of their experiences and credibility. You should do this to both manual and electronic materials.

### **9.2.5 Stage Five: Developing a Preliminary Bibliography**

Already, you know that a bibliography is a list of sources which is an important part of your finished paper. You will do the bibliography as you find your materials. For you to do proper bibliography of research/term paper materials, you need to back to lesson three (Academic Writing Skills).

### **9.2.6 Stage Six: Writing the Preliminary Outline**

Developing a preliminary outline will guide your reading, save hours of reading and avoid stacks of useless notes. You should develop the outline from the list you wrote down in stage two. You need to know that your final outline will probably differ from the preliminary one in both content and organization. As an example, your outline may look like this:

**Challenges facing Nigeria's elections**

**Introduction**

- **electorate safety;**
- **INEC officials' safety;**
- **the safety of INEC materials;**

Body

- **the miscreants' problem;**
- **problem of free and fair elections;**
- **candidates' safety;**
- **internal security;**
- **national security;**
- **media security**

Conclusion

- **Security challenges in Nigeria's elections since 1999**

### **9.2.7 Stage Seven: Conducting Primary Research**

You should know that not every topic needs primary research. However, some topics benefit from interviews, experiments, personal data gathering, and/or audience experience.

### **9.2.8 Stage Eight: Writing the First Draft**

After drawing out the final outline, you are now ready to write the first draft. You should know that **a research paper begins with an introductory paragraph that states the subject and leads to the thesis sentence**. Subsequently, the body of your research paper follows the organization established in the outline, the divisions corresponding directly to the paragraphs. Then, your conclusion summarises the main ideas. Moreover, you need to complete the first draft quickly by yours getting ideas on paper. You also need not write fine sentences or model paragraphs. You should follow the outline by revising the outline, changing the methods of organization and adding supporting details.

### **9.2.9 Stage Nine: Revising the Draft**

In this stage of your research paper, you will need to concentrate your **revision on perfecting the content, preparing documentation and making the final draft**. Meanwhile, when you revise the draft for content you ensure the introduction gives a general statement about your subject and brings your reader from the general to the specific, check the thesis statement for completeness and accuracy, make sure your papers follows the organization established in the thesis sentence, check for good paragraph development with clear topic and concluding sentences and supporting details, ensure you have included a sufficient number of transitions within and between paragraphs. In addition, you should ensure that your subject/topic is fully and carefully explained and is supported by adequate research and ensure the conclusion restates the thesis and adds an appropriate remark.

Also, you need to revise the documentation of your research paper. First, you should consider the referencing style required of you. It could be APA or UIMS. You should be certain of the reference style. Then, you prepare your references. Lastly, in making the final draft of your research

paper, you need to look at your papers' font size, spacing, indenting, quotations, outlining if they all follow what is required of you.

## ITQ

### Question

Did you remember your cousin Tade? You have given him series of advice in the past. She has really improved a lot. Now she needs your help once again. The issue now is that, she wants to write a term paper. She is asking you to suggest stages required. What are your suggestions based on what you have learned in this course please?

### Feedback

The expression “Man must find solutions to human challenges” is a sexist language. The writer can avoid the problem by writing “People must find solutions to human challenges” instead.

## 9.2.10 Stage Ten: Proofreading

Finally, when you do proof reading you check for details. You will check spelling, mechanics and grammar usage. You will want to check documentation forms carefully, period for period and comma for comma. Also, you should check for italics and quotation marks. You should ensure you read carefully for typing errors. More importantly, you should know that plagiarism is a serious error, almost a crime. Therefore, you need to check your original sources against the ideas included in your paper just to be certain you have not simply forgotten a set of quotation marks or neglected to copy the quotation marks from your notes onto your paper.

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## Study Session Summary



### Summary

In this Study Session, you have been taught how to define and describe research/term paper, identify the basic features of research/term paper and how to write research/term paper following its ten stages.

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## Assessment



### Assessment

#### SAQ 9.2 (Learning outcome 9.3)

Using the example in lesson seven, develop a research/term paper on the topic/subject: **Nigeria's elections since 1999**.

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## Bibliography



**Reading**

Bowker, N. (Ed.) (2007). *Academic writing: A guide to tertiary level writing*. Massey: Massey University.

Sorenson, S. (2010). *Webster's New World student writing handbook*. 5<sup>th</sup> Ed. Canada: Wiley, Hoboken, NJ.

# Study Session 10

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## Letters

### Introduction

In this study session, you will be introduced to business letter and editorial letter. Naturally, you communicate with your friends, business associates, or government. Moreover, you can choose to express your opinions regularly in letters to newspaper and magazine editors. Over the course of your live letter writing is what you do most, whether you deliver it electronically or in hard copy. Your letters' subject matters range from personal affairs to abstract things. However, business letters deal with numerous matters, but most fall into one of two groups: those that relate to our professional lives and those that relate to business matters in our personal lives. Also, you can express your opinion about relevant issues and expect to have a wide audience when it comes to editorial letters. Although all letters to the editor express an opinion, some intend to convince while others aim to inform. In fact, you should know that some editorial letters express appreciation or condolences; others question. Some letters hope to destroy indifference; others accidentally create it.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to

10.1 *describe* business and editorial letters

10.2 *identify* the basic features of business and editorial letters

10.3 *write* business and editorial letters

### Terminology

<b>Letter</b>	A written or printed communication addressed to a person or organization and usually transmitted by mail
<b>Editorial</b>	An article in a newspaper or magazine expressing the opinion of the editor or publisher.

## 10.1 Describing Business and Editorial Letters

For business letters it deals with uncountable matters. However, most of the matters are categorised into two groups: **those that relate to your**

**professional lives and those that relate to business matters in your personal lives.** You should know that business letters can be in form of electronic and hard copy, though hard copy business letter is more preferable because electronic forms of communication lack the legal clarity of hard copy. On the other hand, **editorial letters deal with expressing your opinion about relevant issues and expecting to have a wide audience.** Meanwhile, while all letters to the editor express an opinion, some of them aim to convince and others aim to inform. Again, some are used to express appreciation or condolences; others question. Some hope to discourage apathy; others unintentionally create it.

### ITQ

#### Question

While business letters deal with personal and professional lives, editorials letters are used to express-----.

#### Feedback

Personal opinions

## 10.2 Basic Features of Business and Editorial Letters

You have been taught already the definition of business and editorial letters (letters to the editor). Now, you will learn the basic features of these forms of letter. First, the following are the features of business letter:

1. A business letter must look business-like, so appearance is important to it.
2. A business letter must contain a letterhead or heading, comprising your street address; city, state, and zip code, the date, business phone number, cell phone number, fax number and e-mail address.
3. A business letter must have the date on which the letter is written.
4. A business letter must have the inside address, comprising recipient's name, recipient's title or position, if known, company name, company's street address, company's city, state, and zip code.
5. A business letter must have a salutation, such as Dear Mrs. Alawode, Dear Dr Ojekunle, followed by a colon.
6. A business letter must have the body of the business letter, arranged in paragraph form.
7. A business letter must have a closing, such as *Yours truly* or *Sincerely yours*, followed by a comma.
8. A business letter must have the writer's signature, written (not printed) in ink, followed by the type- written name.
9. A business letter must be written in either block style, modified block style or modified block style with indented paragraphs.

10. A business letter must maintain characteristic standards of writing such as following standard grammar, mechanics, and usage rules, following standard spelling, maintaining courtesy and diplomacy, displaying clear, precise writing, avoiding complex, convoluted sentences, omitting ambiguous words, phrases, or sentences and eliminating excess words, phrases, or sentences.

For editorial letter, the following are the basic features:

1. An editorial letter must be brief, having no more than 300 words in its body,
2. An editorial letter must address a current subject,
3. An editorial letter must attract the reader's attention, thus increasing the chances of its being published,
4. An editorial letter must express clearly, probably in the first sentence, your opinion,
5. An editorial letter must provide details adequate to support your opinion,
6. An editorial letter must expect the reader's point of view and potential questions,
7. An editorial letter must indicate thorough knowledge of the subject,
8. An editorial letter must suggest, if possible, a solution to the problem or issue and offer as well a means of implementation,
9. An editorial letter must omit phrases such as *I think, in my opinion, it seems to me, or I, for one*, as a letter to the editor is already recognized as your opinion,
10. An editorial letter must avoid name-calling, sweeping generalizations and unfair accusations,
11. An editorial letter must maintain a courteous, polite tone,
12. An editorial letter must include your signature and typewritten name as newspapers and magazines rarely publish anonymous letters,
13. An editorial letter must include a phone number where you can be reached, preferably during the day, for verification.

## ITQ

### Question

- a. In writing business letters-----is very essential.
- b. You should avoid-----when writing an editorial letter or letter to the editor.

### Feedback

- a. Appearance
- b. Name-calling, sweeping generalisations and unfair accusations

## 10.3 Stages in Writing Business Letter and Editorial Letter

You should be aware that business letters serve different purposes. You could use them for complaint, request for information, a personal

business letter and to accompany a resume. For writing editorial paper, it requires much the same process as developing an opinion paper. Meanwhile, let us start with stages in writing business letter first:

### **10.3.1 Stage One: Gathering the Necessary Information**

You need to gather the necessary names, titles, addresses, records, or other papers you need to develop the letter and confirm that those titles and addresses are current. You could call some sources.

### **10.3.2 Stage Two: Planning the Body of Business Letter**

The fact that business letter requires only that you put accurate information in certain parts of a prescribed format, the only planning necessary is for the body of the letter. You should state your purpose in a single sentence that says what you want this letter to accomplish. You could start with the phrase, *The purpose of this letter is to . . .*

### **10.3.3 Stage Three: Developing the Ideas into a Letter**

The next thing for you is to get to the point immediately by providing any necessary details to clarify your point for the reader, being brief and ending with a polite sentence.

### **10.3.4 Stage Four: Checking the Content**

In this stage, you need to check the content of your business letter for accuracy by determining it yourself if the first sentence states the purpose of the letter; if adequate details are included in order that the addressee can understand your point and, if necessary, respond; if you have avoided excess verbiage and complicated sentences; if your letter is courteous, polite, business-like, and if the final sentence concludes the letter courteously without compromising your position.

### **10.3.5 Stage Five: Checking the Technical Details**

When you check for technical details in your business letter you need to determine if you have punctuated the letterhead correctly, using a comma between the city and state but no punctuation between the state and zip code. If you include a comma between the day of the month and the year; if you have punctuated the inside address correctly, using a comma to separate the name of the addressee from his title or position if both are listed on the same line; if you have maintained accurate capitalization throughout; if you use accurate terminology throughout the letter; if your spelling is absolutely correct, and if you have typed a final copy, proofread it carefully and sign it. Your letter is ready to prepare for mailing.

### 10.3.6 Stage Six: The Final Step

You should know that this final stage of business letter writing is as important as the beginning. This stage involves addressing the envelope, folding the letter and sending the letter. In addressing the envelope you should use a plain white envelope, preferably letter-size; put your return address, including your name, in the upper-left corner of the envelope, using the same style as you used in the heading of the letter; begin the mailing address on line 14 of a letter-size envelope and on line 12 of a small envelope and start at the vertical centre of the envelope. Again, the mailing address should appear exactly as it does in the inside address of the letter. You should ensure to add sufficient postage. Moreover, if you are using a long envelope, you should fold your letter in thirds, folding the bottom third toward the top and then the top third down. You should insert the letter in the envelope with the open end of the letter toward the top of the envelope. Consider this sample of business letter below:

**Gerald Kleimann  
1803 State Highway 43 North  
South Plains, OH 48691-4968**

November 18, 2015

Mr. Glenn K. Yonkers  
Midwest Regional Tourism Division  
1400 North Cross Street  
Nashville, TN 48815-5188

Dear Mr. Yonkers:

Our family is planning a two-week trip through Kentucky and Tennessee during the summer of 20—. Please send a brochure or pamphlet listing the scenic attractions of eastern Tennessee and a highway map for the state. Because we are photography buffs and avid hikers, we are interested specifically in geographic scenery, not man-made attractions.

Please send the two items to me at the address above. I understand this is a service you provide for those planning vacations in the area.

We're looking forward to our visit to your part of the country.

Sincerely yours,

*Gerald Kleimann*

Gerald Kleimann

## 10.4 Stages in Writing Editorial Letter

For the editorial letter, or letter to the editor, the following are the stages involved writing it:

### 10.4.1 Stage One: Stating Your Purpose

Before you start writing, you need to think about what you really want to say. Recognizing that a letter to the editor must be brief (no more than 300 words, preferably fewer), you should be able to state your idea/purpose in a single sentence. You could begin your letter by saying for example ‘Accusing the United States of not assisting us to solve the Boko Haram problem will lead us nowhere...’

### 10.4.2 Stage Two: Planning the Supporting Details

When you plan the supporting details it calls for two thought processes. First, with your statement of purpose in front of you, you should think about the examples, situations, illustrations, descriptions, comparisons, analogies, causes, or effects that will help you explain your point of view. Then, you need to think about the newspaper or magazine reader. You need to know what will attract the reader’s attention, what the reader can easily identify with and what message hits closest to home. Also, you should think of how these fit together. Suppose your audience identifies with the problem of unemployment, then what situation, illustration, or cause will best serve that identification?

### 10.4.3 Stage Three: Organizing the Details

You need to consider the organisation of your materials. You could use chronological or spatial structure to put your ideas together. You should also think about your audience as you are organising the details. Then you should write the final copy by starting with a statement of your opinion and proceed with the supporting details as you have organized your materials.

### 10.4.4 Stage Four: Polishing the Content

Now you revise your final draft by ensuring that you have presented your opinion clearly for your readers to understand; by giving adequate examples, illustrations, situations, and other details; by ensuring that different details improve the explanation of your opinion; by ensuring that your sentences are polished, placing emphasis on the most important ideas, and by ensuring that the transitions connect and show relationship among the ideas.

### 10.4.5 Stage Five: Checking the Mechanics

This stage requires you to check spelling and word choice. You must ensure that you have included an accurate and complete inside address,

including the editor's name and title, all properly punctuated; use an appropriate salutation followed by a colon; the closing appropriate for a letter to the editor; begin with the salutation *Dear Editor* to identify your purpose. Meanwhile, you should consider this sample below:

Dear Editor,

**Nigeria must save for future generation**

Nigeria has earned billions of dollars from the sale of crude and gas over the years, but what have we done with the money?

In Norway, another oil producing nation, there is a fund they have which they hope would provide for the needs of future Norwegians. Norway is a country of four million people, but they have set aside more than \$400 billion dollars for their coming generation. This is not the case with Nigeria; we are spending all the money we are earning, and that is why our politicians are the richest in the world today.

With the fall in price of crude oil, there is no other way we can save money for future Nigerians. What I think can be done now is for government to slash unimportant spending; salaries and benefits of political office holders should also be slashed, and we should start saving a certain percentage of money annually. If this is done, our coming generations would not say we have done nothing for them.

We must not forget that a time is coming when all our resources would be depleted, while some will become un-useful. For example, the shale oil production in the US is what is driving the cost of oil down. We now have more countries producing oil than at any period in the world's history. Therefore, we need to start saving now.

**Akin Akande,  
Ikoyi, Lagos.**

**ITQ**

**Question**

Can you identify stages in writing editorial letters?

**Feedback**

The stages involved in editorial letter writing are: stating one's purpose, planning the supporting details, organising the details, polishing the content, and checking the mechanics.

---

## Study Session Summary



### Summary

In this Study Session, you have been taken through how to describe/define business and editorial letters, identify the basic features of business and editorial letters and write business and editorial letters on your own.

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## Assessment



### Assessment

#### SAQ 10.1 (Learning outcome 10.1, 10.2 and 10.3)

Identify the basic features of business and editorial letters

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## Bibliography



### Reading

Bowker, N. (Ed.) (2007). *Academic writing: A guide to tertiary level writing*. Massey: Massey University.

Sorenson, S. (2010). *Webster's New World student writing handbook*. 5<sup>th</sup> Ed. Canada: Wiley, Hoboken, NJ.

Akande, A. Nigeria must save for future generation, *Nigerian Tribune* (February 18, 2015), pp. 18.

# Study Session 11

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## Memorandum (Memo)

### Introduction

In this study session, you will be taken through the process of writing memo. As a form of written communication, a memorandum or memo (plural: memoranda) is a letter designed to be used within a department, or between the departments or branches of a business. Frequently, a printed form or e-mail determines the format. In other cases, employees follow the approved format explained later in this section. Besides, you will be acquainted with the basic features of a memo.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 11.1 *describe*/define memo
- 11.2 *identify* basic features of memo
- 11.3 *write* memo by following its stages

### Terminology

<b>Writing Mechanics</b>	Are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs.
<b>Memorandum</b>	Informal written brief, note, record, reminder, or summary used as a means of communication, or to outline the terms of an agreement in its draft-stage.

### 11.1 Defining Memo

You should be aware that a memorandum or memo (plural: memoranda) is defined as a written or typed form of communication (document) designed to be used within a department, or between the departments or branches of a business. In addition, you could describe memos as documents that are written for use within a business, school, or other organization. It is an internal mode of communication.

## ITQ

### Question

Memos are-----mode of communication within an organisation such as school or corporate business.

### Feedback

Internal

## 11.2 Basic Features of Memo

As you already know that memo is an internal form of communication within an organisation, the following are its features:

1. A memo is typically is one page, and all the text is flush left,
2. A memo follows a format that includes a heading with *To*, *From*, *Subject*, and *Date*, and the heading is double-spaced and contains essential information for the reader, including the identity of the writer and the subject.
3. A memo has direct and concise content,
4. A memo conveys a company-related message about anything from sales to the company softball league,
5. A memo is written like a business letter, with the main idea in the first paragraph followed by necessary details and finally, if required, a request for action or response,
6. A memo is usually more informal than formal,
7. A memo records or requests an action (implying the sender keeps a copy),
8. A memo follows a standard format which calls for single-spaced, block paragraphs, two spaces between paragraphs, and three between the heading and the body,
9. A memo does not have a closing, since the writer is identified in the heading,

## ITQ

### Question

A memo is-----written form of internal communication within an organisation.

### Feedback

One page

## 11.3 Stages Involved in Writing Memo

You should know that one advantage of the memo format is that the recipient can write a response on the memo itself and return it. In doing this, you will need to follow these guidelines:

### 11.3.1 Stage One: Recognizing A Need

You need to know precisely why you want to write a memo before you start writing. This means that there you must recognise a need. In this stage, some of the possible reasons for writing a memo include may be you are requesting an action. Possibly you want to confirm the dates for your vacation with your superior. Another reason is that maybe you are confirming an action. Also, you use a memo when you are summarizing the results of a committee meeting. Sometimes, you may wish to announce a departmental meeting with a memo.

### 11.3.2 Stage Two: Preparing The Heading

One advantage of developing the heading of a memo is it allows you to focus your attention on the audience and force yourself to name your subject in a few words. Your heading should be able to answer these questions: To whom, specifically, is the memo addressed?; From whom is the memo coming? Is it from you? Is it from your department? What is the subject of the memo? What is the complete date of the memo's distribution? Consider this sample of heading:

To:  
From:  
Subject:  
Date:

When you work in an organisation, your company often has pre-printed memo forms. It is just like when you have a memo format on your word-processing programmes. Consider a sample of an organisation's memo's heading:



UNIVERSITY OF IBADAN, IBADAN

FACULTY OF ARTS

INTERNAL MEMORANDUM

From:

To:

Ref. No.    Date:



### 11.3.3 Stage Three: Planning The Message

The next stage for you is you need to organize your thoughts before you write your memo. The message should appear in three parts. Your paragraph one should include the main idea of the memo. You should convey the main idea in one or two sentences. Suppose you are announcing a new policy? Then your Paragraph should give details. If you are announcing a new policy, how will it affect the reader? If you are requesting suggestions, why do you need them? Why should the reader respond? Lastly, your paragraph three, if necessary, should request action or response.

### 11.3.4 Stage Four: Checking Content

After you have composed your memo using clear language and simple sentences, the next stage is revision. When you revise your memo, you check if the heading is clear, precise and dated accurately and completely; whether your reader understands the message, whether the details sufficient to support the main idea, if your sentences simple and clear, and if you have used a conversational vocabulary, or resorted to slogans and pretentious language.

### 11.3.5 Stage Five: Checking The Mechanics

After you have printed the final copy of the memo, you should proofread it carefully. You should ensure you have made no omissions or keyboarding errors. Then you should check the spelling and read for grammar usage and mechanics precision. Consider this full memo sample:

**V\*I\*P**

#### **VIDEO INSTRUCTIONAL PRODUCTS**

**To:** Mearl Evans, Sales Department Manager

**From:** Sara Davidson

**Subject:** New Product Proposal

**Date:** November 8, 2015

CONFIDENTIAL

The New Products Committee hopes to present a proposed new product to the VIP Board of Directors at their December meeting. The first draft of the proposal outlines the product concept, potential sales, and cost estimates for a new industrial training video.

The new training DVD production follows the design of earlier digital products used in the industry. It will focus on the pest-control industry. Its primary purpose will be to train pest-control technicians to eradicate pests in residential and commercial properties while maintaining safety standards for both the PC technician and personnel

working or living in the area. The product, an innovation in both pest control and in training, appears to have good market potential.

The committee looks forward to presenting the proposal to you and your staff prior to the December Board meeting. We think you will have valuable contributions to make to the overall plan and can suggest methods by which the proposal can best be presented to the Board. By next Friday, please suggest a time most appropriate for our discussion.

---

## Study Session Summary



### Summary

In this Study Session, you have been taken through how to describe/define memo, how to identify basic features of memo and how to write memo by following its stages.

---

## Assessment



### Assessment

#### SAQ 11.1 (Learning outcome 11.3.1)

Imagine that you are the chairperson of a school committee charged with investigating allegations of unruly student behaviour at football games. The committee has been asked to determine whether there is a problem and, if one exists, to make recommendations for solving it. Write a memo to members of the committee asking that they research the issue and gather ideas before the first meeting. Be sure to include the date and time of the meeting.

---

## Bibliography



### Reading

Bowker, N. (Ed.) (2007). *Academic writing: A guide to tertiary level writing*. Massey: Massey University.

Sorenson, S. (2010). *Webster's New World student writing handbook*. 5<sup>th</sup> Ed. Canada: Wiley, Hoboken, NJ.

## Study Session 12

# Writing A Review or Critique

## Introduction

In this study session, you will be taken through review. Reviews are free form and highly personal writing, reflecting the opinions and experiences of the reviewer. As a result, in order to write good reviews, you must have broad experience in your chosen field. Then, you must have sound criteria with which to judge the work. It is important for you to know that reviews of novels, films, concerts, scientific work, art exhibits, or plays often serve as an audience’s introduction. Sometimes, the reader buys a book on the basis of an interesting review; the moviegoer takes in a Sunday afternoon performance on the basis of a good review; the music lover saves the price of admission on the basis of a poor concert review.

## Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 12.1 *describe* review/critique
- 12.2 *identify* the basic features of review/critique
- 12.3 *write* a review/critique

## Terminology

<b>Review</b>	A report that gives someone's opinion about the quality of a book, performance, product, etc.
<b>Critique</b>	A literary technique that means to critically evaluate a piece of literary work, or a political or philosophical theory in detail.

## 12.1 Defining Review/Critique

Review/Critique is a spontaneous, unconventional and highly personal writing form which reflects the opinions and experiences of the **reviewer**. Therefore, for you to write good reviews, you must have broad experience in your chosen field. Then, you must have sound criteria with which to judge the work. You could do review of novels, films, concerts, scientific work, art exhibits, or plays. You should know that review/critique of works has many merits. For instance, the reader buys a

book on the basis of an interesting review; the moviegoer takes in a Sunday afternoon show on the basis of a good review and the music lover saves the price of admission on the basis of a poor concert review. In fact, that is the essence of review/critique.

### ITQ

#### Question

Reviews/Critiques are based on the reviewers'-----.

#### Feedback

Opinions and experiences

## 12.2 Basic Features of Review/Critique

Already you are familiar with what review is all about. As a matter of fact, reviews have few strict characteristics, but good reviews almost always include certain elements and use certain techniques for development. Similarly, as a good reviewer you must consider the following basic features of review/critique when you engage in it:

1. A good review/critique must begin with an explanation that gives the work a frame of reference—including information about the author, background, genre, or general issues pertinent to the work,
2. A good review/critique must explain a work by indicating generally what it is about,
3. A good review/critique must include material relevant to the reader, aimed toward his or her interests,
4. A good review/critique must select the most interesting, important, or thought-provoking ideas for discussion or examination,
5. A good review/critique must generate interest in the work, either positive or negative,
6. A good review/critique must describe strengths and weaknesses,
7. A good review/critique must conclude with an evaluation based on the points discussed,
8. A good review/critique must use good style, sound sentence structure, and other techniques of excellent writing.

### ITQ

#### Question

A good review/critique must discuss both strengths and-----of a work.

#### Feedback

Weaknesses

## **12.3 Stages Involved in Review/Critique Writing**

The process involved in writing review/critique of a work is not different from other forms of writing. Although this process will help you write a successful review, it is only by reading numerous magazine and newspaper reviews will you fully understand the techniques used by professionals. As you have already known that all forms of writing involve the beginning, the middle and the end, the following are the stages you need to consider when you want to write a review/critique of a work:

### **12.3.1 Stage One: Selecting The Focus**

When you want to review/critique a work you need to consider some things by choosing your focus in the work. You could consider the purpose of the work, the themes or messages conveyed in the work, the characters, if your readers can identify with them; the characters' problems in the work; the setting, the plot, the struggle, or conflicts, the literary elements in the work, and your own reaction to the work. Your focus could be any of these that you think will interest the readers.

### **12.3.2 Stage Two: Planning The Review**

After you have got a list of ideas from stage one, you should first determine your attitude toward the work. As a matter of fact, you should not allow yourself to be evasive, unless the reader may think you cannot make up your mind. Truly, you may have positive opinions about some aspects and negative ones about others, but you ensure you form an opinion either way. Then, you should use the responses from stage one to support your opinion. As you already have both positive and negative reactions, then form two lists: one with details you liked and the other with details you disliked. Next is you should select the details that explain why you feel as you do. Lastly, you should state your idea in a single sentence.

### **12.3.3 Stage Three: Organizing The Plan And Writing**

Despite the fact that reviews/critiques have been described initially as spontaneous and unconventional writing, you need to follow a plan when writing them. For example, you could follow the most-to-least-important pattern organisation when writing a review. Also, you may decide to use cause and effect or comparison and contrast pattern in the organisation of your review/critique. Thereafter, you should start writing your review with an introductory paragraph that puts the work in perspective. Somewhere in the introductory paragraph, you need to include the thesis sentence. In addition, you should include any information about the author, such as other works or follow-up plans. You also need to identify the genre and

entice your reader. More importantly, you need to support your opinions with examples drawn from the work you review/critique, and then smooth the way with transitional words and expressions. Meanwhile, your conclusion should give a final evaluation of the work and either recommends or rejects it, based on the main ideas developed in the body of your review.

### **12.3.4 Stage Four: Checking The Content And Technical Details**

In checking your review content you determine if you have reviewed the work effectively in such a way that your readers will understand the idea of the work, its purpose and its message. You should revise the content to determine if the body paragraphs clearly support your opinion, or muddled the supporting details with irrelevant materials. Moreover, you should ensure you have conveyed your attitude toward different aspects of the novel and ensure your transitions help readers follow your thoughts. Again, you need to know whether you have been fair in your reactions to the work, if you have not been too hasty to applaud or criticize it, or if you have a basis on which to commend or condemn the work. Then you need to confirm whether you have maintained a good writing style, neither too flowery nor too blunt, showing features or flaws, not just telling about them, or if your sentences varied in length and structure. For mechanical details, you should check for standards of grammar usage and mechanics, and spelling and word choice.

You should consider this sample of a review/critique:

**Album review: Olamide's 'Street OT' is grossly undisciplined, should have been a mixtape by Wilfred Okiche, FEBRUARY 1, 2015**

How do you control a star who in the space of 3 albums in so many years, has ballooned into the biggest name in the rap game, achieved both critical and commercial acclaim, scored countless hit singles and emerged as a mini mogul in his own right, complete with vanity record label and an increasing host of protégés looking up to him for leadership and career guidance? This genuine but oft overlooked problem has truncated careers of many A-listers and once promising acts- local and international. It has been a particularly recurring decimal in the local music business. For every seeming success like 2face Idibia who appears to have got it together, there has been a D'banj, still drifting at a stage when he should be an industry statesman. Olamide may reign supreme now but if he is to keep churning out material with the speed and energy which his fans have become accustomed to, (an album every 12 months, with gazillion singles and videos in between,) then he

needs to make sure that these records at least meet minimum standard.

*Street OT*, his 4<sup>th</sup> studio album follows in the same lengthy, superfluous tradition as his previous 2 records. As always, there are moments of magic highlighted by slices of artistry and musicianship. But there is also the challenge of excess and indiscipline that runs through the record, trivialising what should otherwise be a solid, hard hitting sound. Due to the nature of the industry, today's pop star has to be his own management and take care of his own distribution so no one blames Olamide for taking on more responsibility than he should bother with but he also has a responsibility to make decent music and this is no excuse for the sort of shoddy, scattershot work that shows up in generous doses in his work. The album like the title suggests, isn't exactly a mainstream effort but one whose primary target is the streets where he comes from. The content is grittier than glossy and instead of the splashy superstar names, he restricts the guest spots to his record label goons Lil Kesh, Viktoh and in house producer Pheelz. There is a deviation from protocol on *Skelemba* where Don Jazzy drops by for a guest chorus but this is instantly one of the depressing moments of the album in which Don Jazzy rehashes his vocal work on Dr Sid's already dismal *Princess Kate* to half-baked results.

Half-baked is perhaps the term that best summarises *Street OT*. Olamide really couldn't be bothered to go all the way at all. And how can he? 21 songs released just a year after the last collection is bound to be as trouble inducing as it is unsatisfying. The mixing is less than standard, arrangement is scattershot, production is sub-par and Olamide who really should be the most respected artist of his generation based on sheer talent and work ethic, resorts to jacking material from Cece Winans (*Batifeori*), Nico & Vinz (*Ya wa*) and Rick Ross (*100 to million*). There are moments when he shows his hand and does work that is deserving of his talent. *Prayer for client* is a future manual for rappers to study and marvel at Olamide's brilliance at constructing themes and fine wordplay. He raps beautifully and sings just as well on the instantly catchy *Batifeori* and his back and forth with Phyno is as effective as ever on *In my circle*. The good stuff can also be found on the opener, *Oga nla* with (Pasuma and a hungry

Viktoh), controversial single *Story for the gods* and when he is confessional as he is on *1999*. The young rapper knows how to craft a mean hook that can keep crowds singing along to and as such, even when *Street OT* is at its lowest ebb, it is still capable of eliciting a nod of head or shuffle of feet somewhere.

The record doesn't do anything significant for his career except provide more hit singles to keep Olamide in business for the short term. He misses another chance to add some substance and heft to his profile by putting out *Street OT* as half-hearted as it is and inches ever closer to becoming another Timaya, a walking ad for unfulfilled potential. It may be only a matter of time before fans eager to see him become all that he can be turn their attention to the next hot young wizkid who can rap and sing interchangeably but is careful to pay attention to the quality of their recording. Olamide can be so much more but he shows on *Street OT* that he is not aware of his own awesomeness.

Shame.

## ITQ

### Question

Do a review/critique of a book you find interesting. Let me present to you Akande Omolara's short review of Wole Soyinka's recent play, *Alapata Apata*

### Feedback

#### A REVIEW OF WOLE SOYINKA'S ALAPATA APATA

*Alapata apata* is a recent drama written by Wole Soyinka which was launched during the Ake Arts and Books Festival which held between Nov.19 and 24, 2013. Published by Bookcraft Limited, Ibadan, the drama focuses on a butcher named Alaba, who decides to retire from his trade. He adopts the habit of sitting on a rock located in front of his house, doing more or less nothing. The drama is a strong political satire on the contemporary Nigeria situation. The theme of the play centres around the corruption of power, which is a universal phenomenon, demonstrates the case of official misuse of resources for personal enrichment. Alaba, the protagonist is a semi-illiterate, exceptionally skilled butcher who, wishing to retire in peace is suddenly and unceremoniously saddled with the huge task of

protecting the rights of the underclass. The conflict of the play revolves around the rock beside Alaba's abode on which he has chosen to spend most of his time. The rock represents the abundance of resources, which is a metaphor for resource control in Nigeria by the ruling elite. The play highlights issues like political 'godfatherism', sycophancy and cultural alienation gnawing at the fabric of our existence. The language use in the play is simple and the book is laced with traces of humor.

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## Study Session Summary



### Summary

In this Study Session, you have been taken through how to describe/define review/critique, identify the basic features of review/critique, and write a review/critique following the stages of review writing.

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## Assessment



### Assessment

#### SAQ 12.1 (Learning outcome 12.1)

Attempt a critiques of this course material

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# Study Session 13

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## Feature Article

### Introduction

The feature article gives information of human interest. It covers a broad range of newspaper or magazine articles, either online or in print, that include everything except straight news, editorials, and advertising. Due to its human-interest approach, the feature article allows the writer considerable opportunity for creativity. While the subject of a feature may be related to a news item, the article will not follow the pyramid structure of a straight news piece. Rather, feature article is more likely to include conventions of fiction: plot, character, dialogue, and symbolism. A feature is a creative article that deals with real events, issues, and trends. Unlike straight news articles, it places emphasis on the people, places, or things involved rather than on the facts of news.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 13.1 *describe* feature article
- 13.2 *identify* basic characteristics of feature article
- 13.3 *write* feature article

### Terminology

<b>Editorial</b>	An article in a newspaper or magazine expressing the opinion of the editor or publisher.
<b>Feature article</b>	A newspaper or magazine article that deals in depth with a particular topic.

### 13.1 Describing Feature Article

A feature is a creative article that deals with real events, issues and trends and places emphasis on the people, places, or things involved rather than on the facts of news. As a result of its human-interest approach, the feature article allows you, as a writer considerable opportunity for creativity. Although the subject of a feature may be related to a news item, the article will not follow the pyramid structure of a straight news piece. Instead, it is more likely to include conventions of fiction: plot, character, dialogue, and symbolism.

**ITQ**

**Question**

As a feature article writer, you are allowed the opportunity of-----

**Feedback**

Creativity

## 13.2 Basic Characteristics of Feature Article

Feature Article possesses some traits make it different entirely from other forms of writing. The following are the basic characteristics of feature article you need to know:

1. A feature article evokes an emotional reaction: joy, sympathy, anger, frustration, contentment, or some other emotion,
2. A feature article gives depth and meaning to complicated issues or news items, thus clarifying and interpreting events,
3. A feature article follows the techniques of good creative writing,
4. A feature article avoids the pyramid structure of a straight news story,
5. A feature article follows an organization appropriate for the subject,
6. A feature article uses an introduction (or lead) that attracts readers,
7. A feature article uses a tone and style appropriate to its subject,
8. A feature article achieves success by being researched and brightly written.

**ITQ**

**Question**

For a feature article writer to achieve success he/she needs to conduct----  
-----about his/her subject matter.

**Feedback**

Research

## 13.3 Stages Involved in Writing Feature Article

You have already been taught that feature article is story that deals with human interest angle. Also, you have been shown the various characteristics of feature article. Now, you will be taken through the process of writing feature article. The stages involved in writing feature article include:

### **13.3.1 Stage One: Finding the Story**

So you need to find the story to write about first. Sometimes, you will be given a topic to write about. Other times, you will search for it yourself. You should be aware that seeing a good topic for a feature article in the midst of the so-called “hard” news depends on your curiosity. As a matter of fact, your creativity determines how you will deal with a subject. The fact is that feature article deals with feelings, so your topics can spring from different directions.

### **13.3.2 Stage Two: Determining the Type Of Feature**

No matter where the story comes from: your own account, interviews with eyewitnesses, or printed sources, you need to gather as much information as possible. Then you need to determine the type of feature article you intend to write. If it is the **Human-Interest Feature**, you need to describe some unusual aspect of the life of an ordinary human being, an aspect that makes him or her interesting. The story may tell about success in spite of great odds, recall a tragic predicament, or share a continuing struggle supported only by hope and faith. The **Personality Feature** takes on greater depth into the personality of an individual. The main character may or may not be known but will have done something of interest to others. Most times, the personality feature shows how a person gained recognition. Another type of feature article is the **How-To Feature**. It is a process analysis article, but it usually takes a do-it-yourself approach. You give explanation about some process. In the **Past-Events Feature** type, you focus on historical events or celebrations. When you support this by library research, such features provide human-interest history lessons. Also, there is the **News Feature** type that adds personal involvement to what may otherwise be a distant, seemingly unimportant current event. Therefore, when writing feature article you should determine which type you intend to use.

### **13.3.3 Stage Three: Determining The Organization**

You need to realise that determining the arrangement of your feature article is very important to writing. You can decide to use thought-flow patterns such as chronology, compare-contrast, cause and effect, flashback, etc.

### **13.3.4 Stage Four: Writing Introduction, Body And Conclusion**

You need to know this: the lead, or introduction, must catch the reader’s attention and make him or her want to read more. That is the essence of an introduction. Therefore, you should strive to use any attention-getting device suitable to your topic. Also, you should ensure that the lead sets the tone for the article. The body of your feature article should follow the set goals. Then, you need to keep in mind the creative nature of the feature and realize that your best tool for writing is an inquisitive mind.

Your conclusion should give an air of finality and tie together any loose ends. It may also make reference to the lead, or introduction.

### **13.3.5 Stage Five: Preparing The Headline**

More importantly, you need to add a headline that attracts reader attention and pinpoints the focus of your article if have the opportunity to develop their own headlines.

### **13.3.6 Stage Six: Checking For Content And Technical Details**

The fact that the feature article is more nearly creative writing than anything else, you need to revise your article ensuring that it reflects careful, complete research; attracts your reader's attention in the opening paragraph; catches interest throughout; follows a logical organization to achieve your purpose; sustains unity and varies sentence structure in keeping with the tone and purpose. Moreover, your revision also extends to whether you use enough transitions to guarantee smooth reading, your word choice show freshness and originality. Lastly, you need to check your final copy carefully for grammar, mechanics, and usage errors. You should be aware that if the publication for which you are writing has its own style manual, you should check it for stylistic details. Consider this sample of feature article:

**Master of unemployment: One man, three jobs  
– Read Lasisi's story by BY LANRE JOSEPH,  
JANUARY 29, 2015**

Singers, poets, writers abound within the Nigerian creative space. Yet, none wears the multiple caps that Akeem Lasisi wears. Lasisi, a sprightly 45-year-old Yoruba from the country's South West is an accomplished journalist, performance poet and musician. The evening was far spent when he sat down for a chat one working day in January. Lasisi had just left his desk at PUNCH, Nigeria's biggest newspaper where he is the Arts and Education Editor. His job for the day was far from being done but his subordinates were holding forte back in the newsroom. "I have also been lucky that my company tolerates me," he says, his back to a dark swivel chair, as he tries to explain how he juggles his day job as a journalist with his creative pursuits. "I thank God that PUNCH pays well and the pay is consistent. So, I can plan and also invest my resources in other pursuits. Some conventional artistes can't because they are broke."

The Nigerian media space is a cluttered one. A 2013 report puts the figure of community and national newspapers and magazines in the country at 100. However, pay is low and media companies

are notorious for owing journalists back wages. Lasisi studied English Language at the Obafemi Awolowo University, one of Nigeria's venerable tertiary institutions where Nobel Laureate Wole Soyinka once taught literature and drama. He says, "I would say it started in childhood. I was born in a village where arts and life was part of daily life. I grew up watching the way of life of the rural people and listening to their music. It made me aware of cultural issues."

Although Lasisi acted plays in primary and secondary schools, it was in the university that the creative seeds of his childhood blossomed into lifelong interests in journalism, poetry and music. "When I got to the university, I started writing, especially plays, in Yoruba and English," he reminisces. Soon, he had a first manuscript entitled, *Osanolugbo*: the story of a twelve-year long land dispute. But poetry proved a tougher nut to crack than prose. Though an avid listener of the musical poetry of Yoruba's master poets like Ogundare Foyanmu, Odolaye Aremu and Alabi Ogundepo, he felt poetry was a difficult genre. Challenged by his artistic minded friends, however, he started writing poetry in 1990 and, in his words, "I couldn't stop." "I felt if the traditional people could recite quality poetry and do it well, I could experiment with performance poetry," he says.

After his first degree, Lasisi taught for years in Lagos before joining a newspaper. He led the schools' drama clubs and spent his spare moments with other poets at a popular watering hole in downtown Lagos. "Music came in as I experimented with my pupils. I had the instruments and students, so I chanted poems and they beat drums," he says. The period of this experimentation was a volatile time in Nigeria history. The military had just annulled a presidential election that produced a Nigerian billionaire and philanthropist, M.K.O. Abiola as president. Protesters and soldiers clashed on the streets. "When Abiola died, I wrote a poem titled *Post-Mortem*. I composed other songs and poems and recorded my first album in 1999," he says. Within a short while, Lasisi's mastery of two difficult genre of Yoruba hunters' poetry: *Ijala* (hunter's ode) and *Esa Egungun* (the masquerade's panegyrics) became public knowledge. Invitations to local and international poetry festivals soon followed.

Today, Lasisi is a much sought after performance poet in Nigeria and abroad. He is a two-time winner of the prestigious Association of Nigerian Authors' Poetry Prize, 2000 and 2005. He has also authored five books and produced five musical albums. His inspiration, he says, is his environment and Nigeria's volatile political terrain. His most recognizable poems either speak truth to power or agonize over the inequities of the Nigerian system. One of such is Iremoje, a poem he penned in honour of the late author and human rights activists, Ken Saro Wiwa. Wiwa was executed by the regime of military dictator, General Sani Abacha. Lately, however, Lasisi has been writing romantic poems. "I would call it love poetry," he says with a trace of mischief. "I have written poems for up to four ladies. What informs that is that when I got promoted as a line editor, I couldn't go out on assignments like I used to, I had to draw inspiration from the people around me in the office."

As the interview draws to an end and his duty as a journalist beckons again, he says, "Many people tend to hate poetry. They think it is too difficult. But I argue that the poetry we grew up listening to was interesting and people gathered to listen. My mission is to make people love poetry"

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## Study Session Summary



### Summary

In this Study Session, Already, you have described feature article, how to identify the basic characteristics of feature article and how to write feature article following the basic stages.

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## Assessment



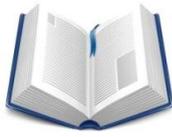
### Assessment

#### SAQ 13.1 (Learning outcome 13.3.1)

- a. What type of feature article is the sample above?
- b. Do a short feature article of your own

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## Study Session 14

# Minutes of Meeting

## Introduction

Suppose you are elected secretary of a club or organization, your primary responsibility will be to take notes of what happens at any membership meeting. These notes of yours are called minutes. Therefore, they simply record the business that occurs during a meeting. You should note that the more formal the meeting, the more formal the minutes. In this study session, you will discuss the basics of minutes of a meeting.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 14.1 *describe/define* minutes of meeting
- 14.2 *identify* the basic features of minutes of meeting
- 14.3 *write* minutes of meeting

## Terminology

<b>Meeting minutes</b>	The written or recorded documentation that is used to inform attendees and non-attendees about what was discussed and what happened during a meeting.
<b>Secretary</b>	A person whose job is to handle records, letters, etc., for another person in an office.

## 14.1 Describing Minutes of Meeting

Minutes of meeting simply record the business that occurs during a meeting. Assuming you are elected secretary of a club or organization, your primary responsibility will be to take notes of what happens at any membership meeting. These notes are called minutes. You should be aware that the more formal the meeting, the more formal the minutes.

## ITQ

### Question

In an organisation, or club, minutes of meeting is the responsibility of-----.

### Feedback

A secretary

## 14.2 Basic Features of Minutes of Meeting

You need to know that certain characteristics are evident in the minutes of any meeting regardless of the level of formality. Below are the following features of minutes of meeting:

1. Minutes of meeting should include the date, time, and place of the meeting,
2. Minutes of meeting should include the name of the person who calls the meeting to order,
3. Minutes of meeting should have a list of those present, or, in a large group, the number of members present,
4. Minutes of meeting should have a notation of handling of the minutes of the previous meeting,
5. Minutes of meeting should have a notation of committee reports and actions,
6. Minutes of meeting should have a list of unfinished business,
7. Minutes of meeting should have a record of elections or appointments,
8. Minutes of meeting should have an explanation of any business transacted, including any motions made (sometimes, but not necessarily, the names of the persons who propose and second the motion) and any actions taken,
9. Minutes of meeting should have a list of important dates and facts,
10. Minutes of meeting should include an indication of the next meeting date, time, and place,
11. Minutes of meeting should include the time of adjournment,
12. Minutes of meeting should include your signature and typewritten name, along with the date (sometimes preceded by respectfully submitted, a phrase now considered outdated).

## ITQ

### Question

As a secretary of an organisation, you need to put your-----in minutes of meeting.

### ITA (14.2.1)

Signature and name

## 14.3 Stages Involved in Writing Minutes of Meeting

The process involved in writing minutes of meeting is broken down into various stages. These stages include the following:

### 14.3.1 Stage One: Planning For The Meeting

Your first duty is to plan the meeting. Then, you need to study the agenda, if you have one. **The agenda serves as a skeleton outline for your minutes.** Also, you need to prepare a list of the items to include in your minutes. You can use the preceding list of characteristics to develop your list, and allow enough room to take notes. In some cases, a line will be ample, but for reports, unfinished business, and new business, you may wish to allow a full page.

### 14.3.2 Stage Two: Taking Notes

You need to arrive early and position yourself where it will be comfortable for you to take notes during the meeting. You should use the prepared to carefully take notes as events are unfolding in the meeting. In fact, you need to strive for accuracy; you should ask as necessary for a motion to be repeated or for the names of those who make and second motions. You may read aloud some motions. This will give everyone, including you, a chance to agree on wording and to understand the motion.

### 14.3.3 Stage Three: Preparing The First Draft

You need to write out the minutes in rough draft. If you wait too long after the meeting it will add to the difficulty of maintaining accuracy. The reasons for your preparing first draft are that your notes will get “cold,” and you may have trouble remembering what your abbreviations mean; you may have trouble reading your own handwriting, because notes written in haste sometimes become indecipherable after several days, simply because you cannot remember the general context in which they were taken and your recollection of specific details will fade with time. In addition, you need to take note that while the format for minutes is somewhat flexible, the organization is always the same.

### 14.3.4 Stage Four: Checking For Accuracy

You should know that the mistakes in minutes of meeting usually arise from inaccurate information and incomplete information. It is possible for you to misunderstand a motion and record it inaccurately. Sometimes, you may mistakenly write *not* for *now*, thus changing the meaning of a motion. At times, you may simply neglect to include such important information as the names of those making and seconding motions, the voting results, and any inconclusive discussions that became unfinished business. As a matter of fact, accurate minutes require your complete

notes taken throughout a meeting. After you have revised the minutes and made a neat final copy, you need to sign your name and record the date.

### **14.3.5 Stage Five: Checking For Details**

After you have completed the final draft, you need to read it for mechanical details: typographical errors, misspellings, and inaccurate punctuation. You need to know that these errors can cause the minutes to be misread and in extreme cases create the potential for legal action. Legal cases have been won or lost over the use of a comma. Therefore, your responsibility is not to be taken lightly. Consider a sample of minutes of meeting below:

#### **University of Ibadan**

#### **English Language Clinic**

#### **The Minutes of the English Language Clinic Committee Meeting**

The English Language Clinic Committee meeting started at 12:40 pm at Room 69, on January 22, 2013 at English Department, Faculty of Arts, University of Ibadan.

#### **Attendance**

Dr. Adenike Akinjobi	English Chairperson
Dr. Sanusi	European Member
Mr. Ademola Lewis	Linguistics Member

#### **Opening**

Dr. Akinjobi started the meeting by welcoming the members of the committee. She then proceeded to brief them on the following matters.

#### **Issues**

1. The PG school's assistance to English Language Clinic and the Dean of PG school's promise of more assistance later
2. The subsequent ELC lecture series which would feature Prof. David Jowitt, Prof. Odejide and one more other eminent personality in 2013.
3. Making the language lab work by seeing the Dean of Arts with Mr. Lewis.

#### **Walk-in Clinic/Workshop Programme**

The chairperson proposed the possibility of beginning walk-in clinic/workshop for those that want training to improve upon their language problems. University of Ibadan administrative staff members and summer coaching/classes for students individually or in group that are preparing

for various exams such as WAEC, NECO, UTME, TOEFL, SAT, GRE, IELTS, CAMBRIDGE would comprise the clientele for this programme. Later, it was agreed that Dr. Sanusi would head the planning committee on the issue. This sub-committee was charged to draft a proposal with a letter in form of memo that would go through to VC. The committee is charged with drawing out the modalities that would feature cost implication of training per head, for facilitators, for refreshment, for venues or for time taken. They mentioned that training scheme of work should be worked on as well. He also suggested that the clinic should seek the assistance of VC.

#### **Adding New Members**

Mr. Ademola Lewis suggested that the committee should add both Dr. Yinka Egbokhare and Dr. Ojebode as new members. This was supported by Dr. Sanusi who said the committee should send a letter each to them.

Finally, it was agreed that another meeting should come up on 30<sup>th</sup> January, 2013 by 4pm.

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## **Study Session Summary**



### **Summary**

In this Study Session, you have been taken through how to describe minutes of meeting, how to identify the basic features of minutes of meeting and how to write minutes of meeting.

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## **Assessment**



### **Assessment**

#### **SAQ 14.1 (Learning outcome 14.3.1)**

State ten characteristics of minutes of meeting

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## Study Session 15

# Resume

## Introduction

In this study session, we will be discuss resume, which is a summary of your qualifications for a job. It usually includes your educational background, work experience and references. Usually, it is used to make a good impression about yourself. Although formats vary considerably, all writers of resume follow one of three patterns. The first is chronological organization: experiences are listed beginning with the earliest; the most recent experiences appear last. The reverse chronological organization starts with the most recent experiences appear first. The last pattern is experiences grouped in relation to the job currently sought: little effort is made to show time relationships, but dates are included. However, in seeking employment early in one's life, a reverse chronological pattern is usually most appropriate.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 15.1 *describe* resume
- 15.2 *identify* basic features of resume
- 15.3 *write* a good resume

## Terminology

<b>Educational background</b>	All of the Education you have undergone.
<b>Resume</b>	A summary of one's experience and skills.

## 15.1 Describing Resume

A resume is a summary of your qualifications for a job which includes your educational background, work experience and references. As a matter of fact, your resume gives you good impression before your prospective employer when you are not there. That is the reason why you must take time to write your resume very well. Although formats vary considerably, all writers of resume follow one of three patterns. The first is chronological organization: experiences are listed beginning with the

earliest; the most recent experiences appear last. The reverse chronological organization starts with the most recent experiences that appear first. The last pattern is experiences grouped in relation to the job currently sought: little effort is made to show time relationships, but dates are included. However, in seeking employment early in one's life, a reverse chronological pattern is usually most appropriate.

### ITQ

#### Question

There is a need for you to write your resume very well because-----  
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#### Feedback

It will give you good impression before your prospective employer

## 15.2 Basic Features of Resume

Regardless of the pattern you adopt for your resume, the following characteristics must be present in your resume:

1. A resume must include your name, mailing address, e-mail address, phone numbers (land line and cell, including area code), and fax number, if you have one,
2. A resume must include the position for which you are applying,
3. A resume must include your experience, including places, dates of employment, and responsibilities or duties held,
4. A resume must also include your education and special training,
5. A resume must include your references.

### ITQ

#### Question

In writing about your experience in the resume you include places, dates of employment and-----.

#### ITA (15.2.1)

Duties performed

## 15.3 Stages Involved in Resume Writing

Already, it has been established that the resume is the only picture the personnel manager sees of you, which means you must make the best impression you can without being deceitful or ambiguous. Meanwhile, the following process will you compose an accurate and fascinating resume:

### **15.3.1 Stage One: Analysing The Employment Requirements**

It is important for you to know the specific position you are seeking before you begin writing your resume. Afterward, you need to make a list of the skills, duties, responsibilities, and education you think the job requires. Possibly, you may ask for a job description and tailor your list from that. The advantages of starting this way are that you will design a resume to best show your qualifications for the specific job and you will design different resumes for different kinds of jobs. As a matter fact, it is important to name the specific position and precisely determine its responsibilities so that your resume can be geared toward that goal.

### **15.3.2 Stage Two: Analysing Your Experience**

You need to list your work experience with dates and employers. If you are young and lack job experience, you should not hesitate to include volunteer work and major committee assignments. After all, it was work, even if you were not paid for it. The fact is it required responsibility and commitment which shows your willingness to work and achieve goals. After listing them, you need to arrange them in reverse chronological order.

### **15.3.3 Stage Three: Meeting The Job Requirements**

Meeting the job requirements, you need to name the responsibilities you held or the duties you performed. More importantly, you should list responsibilities and duties especially appropriate for the position you are seeking, and list the ones that show your greatest responsibility or skill.

### **15.3.4 Stage Four: Meeting The Educational Requirements**

Similarly, you need to prepare details about your education and training. Here, you should emphasize anything directly related to the position sought, such as majors or minors or even specific courses. In addition, you need to list any private lessons, seminars, workshops, and other non-credit classes you may have taken that add to your experience.

### **15.3.5 Stage Five: Seeking References**

In seeking references, you need to list two or three people that are not your relatives, but who can vouch for your ability, especially as it concerns the position you are seeking. You should be aware that the more responsible and credible your references, the more helpful their recommendations will be for you. Therefore, you need to choose your references wisely, or you should choose someone who can honestly speak well for you. Besides, you need to always get permission from anyone you list as a reference. To neglect getting permission is disrespectful, and your presumption may be just enough to earn a poor recommendation.

After all, by neglecting to ask first, you have demonstrated a lack of responsibility. Then, you should write down their names, titles or positions, and addresses. In most cases, you will also include a home and/or business phone number.

### **15.3.6 Stage Six: Following A Format**

When you begin to arrange your information into a resume, you should choose a logical and fascinating format. While there are many in existence, most of them centre the applicant's name, address, and phone number(s) at the top. The remainder of the resume is set in columns, the left listing the general headings, and the right giving the details. As much as possible, you should limit your resume to a single page. It is only when you are more experienced can you afford the risk of a multi-paged resume.

### **15.3.7 Stage Seven: Evaluating Your Resume**

You should evaluate your resume as if you are the employer. You need to determine if you have listed your most impressive duties or responsibilities as they relate to the position; if you have overlooked experience or abilities that would make you a better candidate; the accuracy of the dates, names and places; and if you have described your experience correctly.

### **15.3.8 Stage Seven: Making A Sharp Impression**

After you have typed the resume, you need to look at the details to check the spelling, punctuation, grammar usage and mechanics. You should determine if your resume is clean, neat and the format is crisp and if you have used good-quality white paper. Lastly, you should know that your resume is your image to a potential employer. Consider this sample of resume:

#### **RESUME**

##### **PERSONAL DETAIL**

Name: Israel Ayinla Fadipe

Address: No 18, Abiola Ogunsina Street, Araromi Phase One, Itoki, Ota, Ogun State, Nigeria

Date of Birth: 5 January, 1977

State of Origin: Ogun State

Telephone: +2348064995847

Email: [israelfadipe77@gmail.com](mailto:israelfadipe77@gmail.com)

Marital Status: Married

**POSITION SOUGHT:** Assistant Lecturer

##### **PROFESSIONAL EXPERIENCE**

###### **Teaching**

2014 till date: **Tutorial Assistant**, Communication and Language Department, University of Ibadan, Ibadan, Nigeria

2014 till date: **Tutorial Assistant**, Use of English I & II (GES 101 and GES 201), University of Ibadan, Ibadan, Nigeria

2013: **Course Tutor**, CLA 208, DLC, University of Ibadan, Ibadan, Nigeria

2010-2012: **Subject Teacher** (of SS1 and SS3 students), English Language, Good Shepherd Schools, Meiran-Agbado, Lagos, Nigeria

2007-2009: **Teaching and Tutorial Assistant**, Use of English, GSP, University of Ibadan, Ibadan, Nigeria

2006-2007: **Subject Teacher** of UBE students, English Language and Literature-in-English, Oshokoshoko Secondary School, Lokoja, Kogi State, Nigeria

2006 (Feb.-Sep.): **Subject Teacher**, English Language and Literature-in-English, Talavic International School, Itoki, Ota, Ogun State, Nigeria

### **Service**

**Feature Editor**, ACLAS PRESS, Department of Communication and Language Arts, University of Ibadan, Ibadan, Nigeria

**Feature Editor**, THPO, Tedder Hall, University of Ibadan, Ibadan, Nigeria, 2002-2006

**Assistant General Secretary**, Union of Campus Journalists (UCJ), University of Ibadan, Ibadan, Nigeria, 2001/2002 session

**Researcher/Proof-reader**, The Ready Writer Consult, Yaba, Lagos, Nigeria, 2010

**Scriptwriter** TV (screenplay), Lesseproduktions, Ijoko Road, Ogun State, Lagos, Nigeria, 2010

**Translator**, Cornerstone Films Ministry, Agbado, Lagos State, Nigeria.

### **EDUCATION**

2012: **PhD**, in view, Communication and Language Arts, University of Ibadan, Ibadan, Nigeria.

2009: **M.A**, Master of Arts, Communication and Language Arts, University of Ibadan, Ibadan, Nigeria

2006: **B.A**, Bachelor of Arts, Communication and Language Arts, University of Ibadan, Ibadan, Nigeria

2007: **Certificate** in Management, Nigeria Institute of Management (NIM), Lagos, Nigeria

1998: **Diploma** in Computer Science and Programming

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University of Ibadan.

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**ITQ**

**Question**

What are the stages involved in resume writing?

**Feedback**

The stages involved in resume writing include analysing the employment requirements, analysing your experience, meeting the job requirements, meeting the educational requirements, seeking references, following a format, evaluating your resume, making a sharp impression

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## Study Session Summary



### Summary

In this Study Session, you described what a resume is. You also identified basic features of resume and how to write a good resume.

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## Assessment



### Assessment

#### SAQ 15.1 (Learning outcome 15.3.1)

Prepare your own resume following the stages stated above.

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## Bibliography



### Reading

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# Notes on Self Assessment Questions

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<b>SAQ 1</b>	<p>SAQ 1.1</p> <p>The correct answer is False. The example above is a phrase. The “dancing” in the example is a part of the qualifiers for the Head “the man”.</p> <p>SAQ 1.2</p> <p>This is true. A sentence is mainly made up of at least a subject and a verb. In some other cases, only a verb can be a sentence. Example of such verb is “Go”.</p> <p>SAQ 1.3</p> <ol style="list-style-type: none"><li>1. Compound-complex sentence</li><li>2. Simple sentence</li><li>3. Complex sentence</li><li>4. Compound</li><li>5. Simple sentence</li></ol> <p>SAQ 1.4</p> <p>Read SS 1.3.2 and compare your answers</p>
<b>SAQ 2</b>	<p>The changing world</p> <p>The world seems to be changing and so also are human beings occupying the planet.</p> <p>‘No wonder’, ‘or’, ‘While’, ‘Thus’ and ‘For example’</p> <p>Introductory sentence</p> <p>General-to-particular</p>
<b>SAQ 3</b>	<p>The weakness of democracy in West Africa does not lie in the nature of the society.</p> <p>Capital signifies human products that are utilised in the creation of goods and services (McEachern, 1991). Human capital comprises knowledge and skills that people develop (through education and on- the-job training) to enhance their capacity to produce. In contrast, physical capital comprises buildings, machinery, tools, and other manufactured items that are utilised to produce goods and services (McEachern).</p> <p>The press, or journalism, is often referred to as the fourth estate of the realm and a necessary component that acts as the watchdog for a healthy democracy. This is a huge responsibility, indicative of the important and integral role that journalism plays in our society. According to Schudson, (2004:34) journalism is “the business of a set of institutions that publicizes periodically (usually daily) information and commentary on contemporary affairs, normally presented as true and sincere, to a dispersed and anonymous audience so as to publicly include the audience in a discourse taken to be publicly important’. Journalism can also be defined as the deliberate and conscious efforts to gather information, collating and analyzing data for the purpose of informing, educating, and entertaining the people with a view of making an appropriate decision (Akinreti, 2007). Journalism is also an investigation and reporting</p>

events, issues and trends to a large audience.

Miller, K. (2001). *Communication theories: Perspectives, processes and contexts*. Boston: Mc Graw Hill.

Odejide, A. (1996). (Ed.) Preface, *Women and the media in Nigeria*, (vii). Ibadan: Women’s Research and Documentation Centre.

Ige, A. (2005). An evaluation of drug abuse prevention campaign strategies targeted at secondary school students in Lagos State. Ph.D. Thesis. Communication and Language Arts Department, University of Ibadan.

Franz-Balsen, A. (2014). Gender and (un)sustainability—can communication solve a conflict of norms? *Sustainability*, 1973-1991, [www.mdpi.com/journal/sustainability](http://www.mdpi.com/journal/sustainability).

**SAQ 4**

Thesis statement:

There is no doubt that the fear of death compelled Nigerians from all walks of life to rise against the onslaught of Ebola Virus and to defeat the dreaded disease.

There is no doubt that the fear of death compelled Nigerians from all walks of life to rise against the onslaught of Ebola Virus and to defeat the dreaded disease. While some West African countries where the much feared Ebola Virus has touched are still reeling from its carnage, Nigeria appears to have consigned the experience in the dustbin of history. From all indications, it looks like magic. Truthfully, fear is the magic. As it was evident that no Nigerian wanted to die, several measures were by individuals and government. Some quite absurd combative methods prescribed are salt water, bitter cola, etc. Various governments in all levels vociferously and combatively campaigned to limit the virulent effects of Ebola outbreak. And thank God, people’s phobia of the disease nailed the coffin of Ebola in Nigeria once and for ever.

In recent years thousands of people has been killed and displace as a result of these terrorist group inventing their territorial district. ISIS has taken over large chunk of Syria and Iraq and are now holding weapons, armor and vehicles provided by the United State of Army. They have declared all that follows them to be safe, everyone else Muslim or non- Muslim in their cross hairs. ISIS has killed thousands of Iraq and Syria. Sadly those alive are not given any attention in the world since people are very busy watching the event on international and national television and paying little or no concern about the life and happening in the middle east.

Grammar: ‘people has been killed and displace’ and ‘these terrorist group’

Mechanics: ‘armor’ and ‘life’

**SAQ 5**

Critical thinking is about mental manipulation of information for the purpose of reasoning, solving problems, making decisions and judgments, or simply imagining.

People usually think that critical thinking only involves picking out mainly errors in a work.

The SWOT technique of critical thinking can aid prewriting stage process in drawing out the outline of the topic, various themes and thesis statement. A writer that has already examined the strengths, weaknesses, opportunities and threats of a particular topic/subject is in a better stead to progress effortlessly to writing stage process, and subsequently to revision and proofreading stages. In short, the technique makes the

	writer's work easier.
<b>SAQ 6</b>	SAQ 6.1 Revert to SS 6.1 SAQ 6.1 See our discussion on guidelines to student vocabulary development
<b>SAQ 7</b>	Your answer should be similar to discussions in this study session.
<b>SAQ 8</b>	SAQ 8.1 A research paper reports research findings. The research is a literal searching again through what others have written on a subject.
<b>SAQ 9</b>	SAQ 9.2 You need to your own research/term paper as a form of response to this SAQ.
<b>SAQ 10.1</b>	SAQ 10.1 Revert to SS 8.2 and compare your response.
<b>SAQ 11</b>	SAQ 11.1 You are expected to test your recently acquired skills in memo writing by answering this yourself.
<b>SAQ 12</b>	SAQ 12.1 Your response should align with important stages involved in review/critique writing.
<b>SAQ 13</b>	SAQ 13.1 Personality Feature
<b>SAQ 14</b>	SAQ 14.1 The answer can be seen in lesson 14.2.1
<b>SAQ 15</b>	SAQ 15.1 Prepare your own resume following the stages stated above.

## References

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