Success with Graduate & Scholarly Writing

Teaching Notes

Teaching Notes for *Success with Graduate and Scholarly Writing*

As you have probably learned, teaching graduate and professional students is very different than teaching traditional ESL, lower-level learners, or undergraduates. Graduate students and professionals are often very motivated to improve very quickly and are usually unwilling to focus on areas that do not immediately concern them. Typically, these students have spent many hours studying English grammar, but they have not usually focused as much of their efforts on learning the expectations of American readers at this high level. This book attempts to focus on the specific needs of these unique non-native learners. How you proceed through your course depends on the specific learners in your class and the time allotted for the class. Many of the exercises can be done as self-study or homework, allowing your time in class to be spent on explaining the concepts, reviewing the exercises and examples, and answering learners' questions. Below are helpful hints, further explanations or discussion of specific questions that may arise.

Thank you for using Success with Graduate and Scholarly Writing with your students. Your concerns and comments are of great interest to Aspen Productions and we would value feedback from you. Please direct your comments to aspenprod@juno.com, attention Sheryl Holt. If you have exercises or suggestions you would like to share with other teachers, please pass these along as well and we will begin to build a portion of our website at eslvideos.com that will highlight these additional suggestions/exercises.

If you are a relatively new instructor for international graduate students, see additional advice on how to respond to specific needs of graduate non-native writers, at this website:
http://writing.umn.edu/tww/responding_grading/nonnative/nn_speakers.html

Mentors

Most graduate writing courses have a mix of students at varying grammar levels or abilities, students from many different degree programs, and students with somewhat different expectations of the course and of their writing needs. This book places a heavy emphasis on students finding a mentor in their own fields of study and asking that mentor to read (and comment on) two or three of the students' assignments for the class. It is vital for students to get field-specific feedback from someone at their level of expertise in their fields and to establish on-going relationships within their graduate programs or fields. Expectations for the mentor and the students are clearly laid out in the Appendix (beginning on page 403). Only two or three students have not been able find an appropriate mentor, so push the students to find one person who is willing to give them field-specific feedback. This should not be the responsibility of the instructor. Students in graduate school or professional situations have advisors, colleagues and professional friends who are usually willing to serve as a mentor for a limited period of time if there are clear guidelines and fairly targeted goals. There are several purposes for using mentors. Most importantly, it gives students feedback on field-specific vocabulary,

content (e.g., depth of ideas, accuracy) and style. In addition, it reinforces the concepts you have taught in class; often students have more respect when the same information comes from someone in the field instead of an ESL specialist. For example, one mentor recently wrote, "This paragraph begs for an example." The student suddenly realized that Principle 5 (on page 15) really was important in her field. Other mentors have made comments on specificity, need for definitions, need for more critical analysis and a desire for putting main ideas first – all concepts presented in the text. Finally, it is important that students establish long-term relationships in their fields and learn the resources that are available to them throughout their graduate or professional careers. Often internationals are too polite or shy to ask for specific help or do not know how to find available resources. Establishing a relationship with a mentor for one semester often gives them more boldness to look for on-going relationships.

Exercises

Success with Graduate and Scholarly Writing is filled with specific exercises that help reinforce the writing concepts presented. Research has shown that isolated exercises do not (alone) help students tackle problem areas on a long-term basis, but it is important that the students see examples of the problem areas within the context of real language and real sentences. However, it is very difficult at this level to give examples that all students will understand across numerous fields or that are perfectly constructed. The examples are almost all student-generated, but may not be appropriate for all of your students' levels or fields. You will need to determine which examples are most appropriate for your students' needs. In addition, it may be easy for students in a particular field to argue with the content in the examples instead of looking at the exercises as examples that illustrate principles. Try not to fall into the trap of focusing too heavily on the content. Ask the students to focus on the principles. In addition, it is very difficult to find "perfect" examples with clear-cut answers, so teachers should promote discussions about what the writers (in each example) could have done to further improve the given sentences or what other alternatives the writer could have used. There are often several answers that are possible for exercises. Encourage students to share several possibilities so they can develop a better sense of what their choices are instead of relying on one "perfect" answer.

Finally, the intention of the examples is to illustrate "real" writing. Most international graduate students and professionals have studied "TOEFL or GRE grammar" and sometimes forget that real writing may not match the ideal of "TOEFL grammar." Continue to encourage your students to find examples in the writing in their own fields. Journals from their own fields are great resources that help students begin seeing grammar and patterns in real writing. This will help them in the long run to read for more than content-specific knowledge. They should begin noticing style, grammar, vocabulary, sentence and paragraph length, punctuation, definitions, use of examples, amount of detail, and vocabulary choices used in their own fields of study.

Book Divisions

Success with Graduate and Scholarly Writing is arranged into four major sections: expectations of graduate and scholarly writers, specific types of writing assignments, grammar and punctuation, and professional communication and job-hunting needs.
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Chapters 1-3: The first three chapters provide detailed information and practice exercises to help students learn what is expected when writing to professional readers at this high level including general principles such as putting key information first as well as style issues such as use of transitions and passive voice. All of the information and examples stress the expectations of academic graduate or professional writers instead of undergraduate or general writing.

Chapters 4-7: The second, more lengthy section focuses on the types of writing expected of graduate and scientific writers including research essays (term papers), critiques and book reviews, and most importantly (original) research proposals, research papers and conference abstracts. If you are teaching a graduate writing course, much of the term will be spent in these chapters.

Chapters 8-9: This section focuses on the types of grammar and punctuation challenges that non-native speakers at this level typically encounter. Many instructors refer to this section throughout the course instead of going through these chapters all at once. As questions arise, or as the instructor sees difficulties in the students' papers, it is useful to review the appropriate rules and exercises. In addition, you can generate quick 10-minute exercises from students' writing to reinforce these rules and exercises.

Chapters 10-14: The fourth section is more informational, but includes practical exercises and activities that will help students survive in graduate school or professional communication situations. Chapter 10 discusses many of the cultural communication concerns including how to effectively use voicemail and e-mail, how to communicate with professionals and peers, and how to write request and bad news letters. The next three chapters concentrate on the job-hunting process with special emphasis on people with high-level degrees who come from countries other than the U.S. The final important chapter provides practical help with academic presentations, whether at conferences or smaller seminars. More detailed instruction on presentations is available in our earlier text: Success with Presentations by Meyer and Holt available on this website (www.eslvideos.com).

Course layout

Each instructor will need to design his or her course slightly differently depending on the length of time of the course, the number of hours allotted to class time, the level of the students, and the fields they represent. It is recommended that the first three chapters be reviewed fairly carefully since they form the foundation of the choices most academic and professional writers make. However, you may not want to start your course with these chapters or may want to assign them as background reading. In my courses, I go through these chapters and exercises fairly carefully and ask students to do one or two of the suggested assignments at the end of each chapter. This allows students to begin with

fairly short writing assignments on which I can give them specific feedback. It also allows me to introduce them to the concept of examining the literature of their field to find examples of these principles and to share writing experiences they have had both in their native languages/countries and in English. Once they begin to do some comparative analysis of styles, they are more psychologically prepared for writing to their English-speaking audience.

The next several chapters focus on specific types of assignments that graduate and professional writers are commonly required to write. You may choose to focus only on those chapters that describe the types of writing your students need. If you have a mixed group of students, you may choose to go over all of the chapters. The answers to the exercises are available to you and your students on this website, so you may ask students to do some exercises as homework, checking their own answers or you may ask your students to complete some of the exercises in class and then discuss the answers as a class. Most courses at this level are meant to be more developmental than "achievement" based, so having the answers available to the students helps them learn and practice the concepts without being "punished" for wrong answers. It also gives you more flexibility to assign some exercises for individual students while not covering them as a class. Students can check their own answers and ask questions only on those areas they do not understand.

Here is a possible schedule for a 15-week (one semester) course meeting 3 hours a week.

Tentative Schedule:

BRING YOUR BOOK TO CLASS EVERYDAY UNLESS OTHERWISE INSTRUCTED.

Week One
First day writing sample and syllabus
Discussion of graduate writing expectations, conventions. **Buy book**
Read Chapter 1, Read page 403-404 and begin looking for a mentor.

Week Two
Discussion of grad writing. Bring your book to class everyday.
Due next class: Choose Assignment 1, 2, OR 3 on page 22 and bring to class
In class, work on style, flow
Due Assignment #4: Informal writing assignment page 22-24. Due: Mentor information due as soon as possible
Read Chapter 2 by Tuesday

Week Three
Discussion of grad writing: Making your reading easy to read
Exercises in class
Write Suggested Writing Assignment on page 54-57 for Tuesday
Make an appointment with your mentor and give it to your mentor after I return your paper with comments.
Read Chapter 3 by Tuesday

Week Four
Style Considerations **Find and bring a journal sample from your field.**
Use of formal language
Do Suggested Writing Assignment on page 75
Read Chapter 4 for next Tuesday.

Week Five
Discuss essays
Discuss exercises from book.
As soon as you have received comments back from your mentor, revise/rewrite Suggested Writing Assignment on pages 54-57.

Week Six
Exercises in class on Plagiarism
Grammar/coherence exercises in class. Begin critiques
Read Chapter 5

Week Seven

Writing critiques. Choose an article to critique if you choose Assignment #3 on page 129

Week Eight

Discuss Summary/Critiques.
Discuss exercises in the book.
Write for Tuesday. Choose Assignment 1, 2, or 3 depending on your field and current needs.
Read Chapter 6

Week Nine

Plagiarism. Make appointment with your mentor
Bring 2 research articles from your field to class from 2 different journals. Discovering conventions in your field.
Read Chapter 7

Week Ten

Discuss research papers
Hand in final draft of Assignment 1, 2, or 3 of Critiques, pp 128-130

Week Eleven

Discuss research papers
Choose a Suggested Writing Assignment that fits your situation from pp 211-212.
Hand in as soon as possible. Make appointment with your mentor.

Week Twelve

Discuss research papers
Read Chapter 14

Week Thirteen

Presentation discussions
Read Chapters 11-12

Week Fourteen

Resumes
Cover letters

Week Fifteen

Last day of class – Make sure you have handed in all required papers.

Introductory Exercises (Pre-test or discussion)

WHAT DO YOU KNOW?

Break up into teams of 3-4. As a group, decide on the best answer or answers for each of the following questions. (Some of these questions have more than one possible answer, but discuss when one answer is better in a particular situation.)

1. In academic papers, professors prefer to see
   a. direct sentences
   b. beautiful/fancy words
   c. passive voice sentences

2. The main point in written and verbal communication is generally stated
   a. in the middle -- after the background.
   b. given at the end, after you have stated your main points and reasons
   c. At the beginning, before the background and details

3. When writing an annotation, (summary, critique), typically, it is best to
   a. summarize the original article in ¾ of the paper and then briefly give your point of view
   b. summarize the article in ½ the paper and then give ¼ positive and ¼ negative critiques
   c. summarize the article in no more than ¼ of the paper and then give about ¼ of the paper filled with positive and ½ of the paper filled with negative critiques

4. When using someone else's ideas, you must (circle all that apply)
   a. Give attribution (documentation) when using direct quotes
   b. Give attribution in the text (within the sentences)
   c. Give attribution in the reference section of the paper
   d. Give attribution when you paraphrase the original ideas

5. True or False? It is better to use direct quotes than paraphrasing (your own words) in a paper.

6. What is the typical length of a sentence in American English?
   a. 10 words
   b. 25 words
   c. 40 words

Circle the more formal word in each of the following sentence:

7. As a result of this research *good / considerable* progress has been made.

8. Although the research is *sort of / somewhat* scarce on this issue, ….

9. *Not many / Few* studies have considered the correlation between….

10. Smith's *preliminary / beginning* study shows *good / positive* results in the areas of…

11. The best way to show interest in a graduate classroom discussion is to
    a. raise your hand when you want to speak and politely wait until called on
    b. speak at the same time or interrupt others to add important information
    c. add information quickly when someone is finished speaking without raising your hand.
    d. talk as much as possible in a group but avoid speaking in the full class

12. In U.S. colleges and universities at the graduate level, you are most likely to address your professor, Sheryl Holt, as
    a. Mrs. Holt
    b. Ms. Holt
    c. Sheryl
    d. Madame
    e. Professor
    f. Excuse me
    g. Professor Holt
    h. Dr. Holt

13. A team meeting is scheduled to start at 11:00. Members are most likely to arrive at
    a. 10:45
    b. 10:55
    c. 11:00
    d. 11:05
    e. 11:10

14. You disagree with a point of view that has been offered by another English-speaking member of your group. You should say
    a. I am not sure I agree with your point of view.
    b. I believe you are wrong.
    c. If you will forgive me, I am afraid I do not agree with your point of view.
    d. I can see where you are coming from, but I think.....
    e. keep your opinion to yourself

15. In email to another graduate student, it is best to
    a. use a lot of formal words so that your reader respects you
    b. use a conversational tone so your reader feels like your friend
    c. use long, complex sentences and words so that your reader thinks you are smart
    d. use semi-formal, but direct words so your reader knows your exact meaning

Chapter 1: Expectations of Graduate Writers

The first three chapters review the basic expectations of scholarly writers. Many non-native speakers, particularly internationals who have not spent much time in North America are confused by the readers' comments about style and expectations. Since other cultures may arrange information in a different rhetorical style, the concepts in these first chapters may be new information for the students as they learn about how academic and scholarly readers think in North America. The first chapter reviews the six most salient principles of academic and scholarly writing. Clearly many factors enter into the writing choices of writers, but if students understand these principles as a foundation of their writing choices, they will likely be more successful in communicating their points to North American readers. For example, many cultures rely more heavily on beautiful words and "flowers" to show the reader that the ideas are "sophisticated" or to show the superior level of the writer. This chapter emphasizes that North American academic readers usually look for clarity, simplicity, and efficiency more than fancy words and hidden messages or intent, at least in most academic and scholarly journals.

These principles may seem self-evident to writers who have been well trained in North America, but for many international students and professionals, these principles are revolutionary. Especially if your students are successful writers in their own cultures' rhetorical styles, they may find it difficult to change their style to fit the needs of the readers in North America. Many have not seen (or noticed) examples of these principles, so for most classes, this chapter is important.

You will probably have a mixed group of writers, some of whom have learned these concepts while others have never heard them before. It is useful to allow the more experienced writers in North American writing to share what they have learned, giving specific examples if possible. Continue to stress WHY American scholarly readers need to have these principles demonstrated (e.g., we read quickly by scanning and skipping sections, we read for information instead of entertainment, and we believe that "time is money" so we value efficiency.) If you can show or relate examples of these principles from your own learning process, it will help your students identify with real-life situations.

Exercise 1.1 and 1.2 illustrate "ideal" examples of sentence definitions. The hard part about definitions is coming up with narrow enough categories/classes using specific words instead of "XX is a thing…" Some of my students have argued about sentence 3 in *Exercise 1.1*, saying that bimetals are not components. My response to any field-specific argument is to ask the student to come up with a better term, and thus allow the student to demonstrate his or her expertise in the field. There are several ways to create definitions in real writing. Once they have completed these exercises, you can ask them to find examples of definitions in the literature of their fields. The definitions may be one-word or one-phrase clarifications of a term or they may be extended paragraph-length definitions. I often assign this as a homework task: bring one example of a definition in a journal from your field and share it in a small group. They should notice

where it is found in the text (usually toward the beginning) and determine WHY that word was important for the author to define.

Avoid filler words: Many international writers seem to avoid direct statements so as not to sound too arrogant. They will often use phrases that create a less direct statement such as "it is considered that…." Discourage this practice unless it is very common in their field.

Exercise 1.4: It is very important to review e-mail practices early in your class. This type of writing is very important to every student and most do not follow Principle 3 (put key ideas first) when writing e-mail. Every time I teach this concept in the context of e-mail messages, I can hear an audible gasp or groan from at least one student who confesses that they have written an indirect e-mail within the last couple of days. Graduate and scholarly writers are very concerned about their daily e-mail writing duties – as well they should be – wanting to sound intelligent and "correct." They are also shocked that we generally do not start with "My name is…" and, in fact, often do not include this information in the body of the e-mail. If your students find this exercise interesting, you may want to review the part on E-Mail Messages starting on page 311.

Exercise 1.5 focuses on thesis statements. This exercise is important for social science writers who often need to begin essays (in the first two years of education) with a traditional one-paragraph introduction ending with a thesis statement, but less important for engineering or science writers who rarely write this type of paragraph. *Exercise 1.6* illustrates a more typical introduction for research-style papers. If you have mostly computer science or engineering students, you may want to ask them to bring in an article and examine the content of the introduction. How does the writer put key ideas "first" in the introduction? Mostly you should emphasize that the introduction in academic and scholarly writing is not a "mystery story." Key points are presented first instead of last. Some students have misinterpreted this guideline, however, to mean that all key ideas are in the very first sentence of an introduction. This is a good time to emphasize topic sentences for paragraphs, preview lists (and summary paragraphs) for sections and other techniques used to place key information toward the beginning.

Exercise 1.7 is a real letter from a real person in Asia. If you have several students from Asia, they are likely to understand this style perfectly. I often ask my Asian students to explain why the writer probably chose to organize the letter in this way (particularly the first paragraph). It gives them an opportunity to examine and explain their own rhetorical styles as compared to American style. Although many cultures around the world do not emphasize modesty, or demonstrate it in a different way than the Americans, this principle is very important because students want to know how to sound polite in English and how much flattery is appropriate. *Exercise 1.8* should promote discussion about how they can write to their professors or bosses in a polite, but direct way. If this exercise is interesting to your students, assign a 2-3 paragraph homework assignment to write a letter to one of their professors asking a question or requesting other information. This assignment is a great group activity the next day where they can critique one another's e-mail.

Principle 5 (write specifically) is critical for almost all cultures. Even native English speakers have difficulty with this principle as they develop habits of academic sophistication. Graduate professors often complain that their international students are "too general," and they often believe it is a lack of critical thinking instead of a cultural style of writing. Helping your students focus on this principle will immediately help their readers understand the points. Many of my graduate students believe that their professors are intelligent readers so the student should not provide too much detail lest they "insult the reader." They do not realize that professors want the writer to fill in all the gaps and leave little to the imagination.

Since much of Chapter 5 is devoted to critical thinking and analysis, little is said in this chapter; however, it is useful to introduce the students to this principle early, especially for Japanese, Korean, and Chinese speakers. In contrast, sometimes Northern Europeans are too critical and need to learn how to balance critique with praise, or not to include personal attacks in their critiques. I often do a quick poll of my students about how they critique others' work in their own countries. It helps them voice the differences they have already learned in graduate school in the United States compared to their own countries.

Additional Audience Analysis Activity

Audience Analysis

Divide up into groups by general field: social sciences, sciences, computer science, engineering.

With a partner fill in the following grid. Choose at least 4 types of writing assignments or tasks that you need to do in your field or area of study. Some can be academic tasks and others can be tasks outside the university (journals, business communication, etc.)

Type of Writing	Audience, knowledge level, Depth of thought needed	Purpose	Typical Organization

Chapter 2: Making Your Writing Easy to Read

This chapter further explains the first principle from Chapter 1: Focus on the Readers' Needs. Readers at this level and for this type of audience do not read every word and often do not read from top to bottom. It is the responsibility of the writer to make it easy for the reader. All of the exercises in this chapter reinforce this concept, beginning with formatting and graphics. Visual elements are very important to most North Americans. Unfortunately, if international students do not use techniques for making their papers easy to read, professors and other reader often get frustrated or even angry. They assume that the writer is lazy instead of misinformed. *Exercise 1.2* is fairly straightforward and illustrates the need for simplifying data. Students sometimes argue that they need to include all this data, but emphasize that they can put some of it into the Appendix or may be able to simplify the graphs in the text and put the raw data in the Appendix (depending on the field and the type of writing). Most importantly, the class should discuss how they choose the numbers to include in the text and which ones should not be discussed directly in the text. In general, this decision varies according to what they are trying to emphasize: highest numbers, most surprising numbers, common trends, etc.

Exercise 2.3 is most fun if you put the students into groups and ask them to find the errors. They will easily find very obvious errors. If you have an economics/finance people in the class, they may be able to add further insight to this table. Generally, even in the finance fields, it is important to match the numbers to the text (rounding numbers, for example).

Repetition: Students are often confused about why they need to repeat key terms. In their countries, they may have been taught that they should vary the words as much as possible. However, **key nouns** are usually repeated in English, whereas **adjectives and adverbs** (or different forms of the same word) are varied. I had a student who used "the Internet, the World Wide Web, www, and the Net in the span of 3 paragraphs. He was trying to find synonyms so he "wouldn't sound boring." He was surprised to find out that it was far better to choose one key noun and repeat it – for clarity. *Exercise 2.4* should illustrate this distinction. Many students are not aware that they can use a thesaurus when trying to find synonyms. If there is a computer in the room, show them where they can find it in an MS Word document (under tools and language), but emphasize that they should not use a word unless they are familiar with when and how to use the word. I often stop at this point and show them one or two good non-native speaker dictionaries they can use. Both Longman and Cambridge have excellent non-native speaker dictionaries and if the students are not using a dictionary designed for non-native writers, they should purchase one! Here is the information for Cambridge.
Cambridge Dictionary of American English with CD ROM, Cambridge University Press. ISBN 0-521-77974-X
(Amazon.com is an easy and fairly cheap source.)

Parallel Structures and Paragraph Length: These sections should be self explanatory and easy to go through. Number 1 on page 38 may be a good time to review use of numbers in Chapter 9 (page 281-282) since knowing when to spell out numbers and when to use

the Arabic numbers varies by field and journal. I also stress the difference between style manuals for different journals. Most journal have a style manual or guidelines that will specify how to use numbers (spelled out or not, for example)

Passive voice: Students usually are very familiar with how to use passive voice, but are much less familiar with when to use it and when to avoid it. Since MS Word grammar checker highlights passive voice sentences, students are often quite confused about when to use it and when not to use it. European (British) traditions, for example, use passive voice far more often than North American academic traditions, and most internationals believe that passive voice is necessary to sound sophisticated. Many students believe that they must use "I" or "we" if they use the active voice, but you can emphasize that active voice subjects are often objects instead of people (e.g., The machine grinds…) Go over these principles if students have questions. Change-of-state verbs are difficult for most non-native speakers, but an important concept in graduate writing. These verbs are rarely used in the passive voice, so students should become aware that these verbs are better in the active voice. *Exercise 2.9* illustrates many of the mistakes students make with change-of-state verbs.

Transitions: All of your students have learned (and probably memorized) transition words, but there are several misconceptions that fall into this category. Students need to learn how to use transitions and cohesive devices effectively using several of the techniques in this section. Do not skip this section since it is so relevant to most students' writing needs. Throughout the semester, you should identify and correct errors in students' writing as they relate to the use of transitions. Most readers are more tolerant of minor grammar errors if they can understand the flow of the writing. *Exercises 2.13* and *2.14* are especially important for this level of writer.

Exercise 2.14 is one of those especially useful exercises since it literally compares a student's version of a text which was then changed by her professor/mentor. Be sure the students notice the first paragraph in the teacher's version. It includes attribution to the author in the first and second sentence and includes a great preview list of the four points developed in each paragraph below. The first sentence of each paragraph uses repetition of the same key word and phrase to emphasize its importance and show parallelism.

Use of "on the contrary" (page 49): Many students learned this phrase for their TOEFL or GRE tests and seem to overuse it in their academic writing. For a more detailed description and study results on the use of "on the contrary, on the other hand, and by contrast/in contrast," see /http://www.eisu.bham.ac.uk/Webmaterials/kibbitzers/kibbitzer33.htm/

Punctuation for transitions (page 50): Punctuation of transition words is often very confusing for native speakers, let alone non-native writers. If you would like to review (or at least point out) some of the other rules for punctuation, see Chapter 9.

This chapter includes only one suggested writing assignment because it incorporates many of the principles learned so far in Chapters 1 and 2. It is the first longer piece of

writing that the students are asked to complete. It is also the first piece of writing that students need to show to the mentor. A worksheet for the mentor is in the Appendix. Emphasize that they would not be asked to do this assignment for one of their classes, but it asks for parts of real writing. If students have an assignment for another class or their thesis or journal article draft, they should use pieces as the foundation of this assignment. As much as possible, encourage your students to use real writing from their field, something that they have written in the past (and now modified) or will use for a future assignment or article. The more the students see the assignments for this course as relevant to their current and future writing needs, the more excited they are to work on it and the more time they will spend on perfecting it. If time allows, collect a first draft, comment on and/or correct the obvious errors (grammar, style, wording, incorporating the principles of these chapters) and return it to the students before they give a corrected draft to the mentor. The mentor should not be bothered with errors that do not relate to content and field-specific vocabulary. If the draft is riddled with small grammar errors, it will likely be difficult for the mentor to look at the content. If you are grading papers, create a rubric that divides the grade into several categories including graphic design, use of appropriate information in the text (as it relates to the graphic), introducing the graphic, etc. Creating categories should reflect the assignment criteria as laid out on pages 55-56.

If you do the Data Commentary Assignment and want to conference in class, the following questionnaire helps the students focus their comments. I also recommend that you break up by fields if you have a mixed group.

Conference and Self Evaluation

1. Which of the following are the main purposes of <u>your</u> data commentary
___Highlight results of recent research findings
___Assess standard theory, common beliefs, or general practice in the light of the given data
___Compare and evaluate different data sets
___Assess the reliability of the data in terms of the methodology that produced it.
___Discuss the implications of the data

2. How have you set up the situation/context for this data? Does it give the reader an introduction to the situation or context without having to know a lot about this data?

3. What verbs have you used to introduce the data/graphic? (e.g. As shown in Figure 1)

4. Put a number beside the major claims you have made about the data.
Have you pointed out the major trends or regularities of the data?
Have you started with major claims and followed with minor claims?
Did you make claims of appropriate strength?
Did you relate the claims to any major theories or compare them to past data?
Are your claims realistic and related to the important issues of the field?
Have you dealt with any problems of the data?

5. For each claim, look at the verb you used. Is it a weak, neutral or strong verb? (e.g. Table 1 suggests…. – weak verb)

6. What is the organization of your conclusion? Some possible areas to consider are:
Have you highlighted/summarized the most important point?
Have you expanded your discussion to what else is needed or the application of these data?
Have you discussed the limitations of these data and the need for further research?

Data Commentary Assignment Gradesheet

Criteria for this paper	Very Good	Average	Needs Work	Comments
Creates a context through an introduction which relates to the data				
Adequately **introduces the graphic/data and makes appropriate summary statements**				
Discusses implications from the data that are significant, relevant and appropriate				
Presents future research that could be done **or other appropriate concluding** remarks				
follows mentor's comments				
organization of ideas				
connections between key ideas				
Overall Grammar				

Further Comments:

Chapter 3: Changing your Style

This chapter should not take a great deal of time to cover, but it is important to at least review the sections on how to make language sound more formal. Many of the errors students make relate to not sounding formal enough or sounding too formal. Students worry about sounding childish or unsophisticated, so they are often relieved to learn about how to make their writing sound like the intelligent professionals they are. The only exercise in this chapter that may be confusing is *Exercise 3.9*. Encourage them to use any possible word or to choose from the options given at the beginning of the exercise. This is a great way to help them build field-specific vocabulary. Verbs are always used in the context of specific nouns. For example, we *launch* a website, *execute* a program, and *construct* or *erect* a building. Verbs are often the key to sounding sophisticated in scholarly writing, so you can even expand on this exercise by bringing in nouns from their fields and asking them to provide verbs that describe the noun. Alternately, they could bring in 10 nouns from their fields (or break up into groups by field) and find/suggest specific words to describe them. You may need to help them to make sure they are using appropriate verbs.

Exercise 3.12 focuses on prepositions. After completing this exercise, you may want to review other preposition problems in Chapter 8, on pages 243—247.

The interview assignment at the end of this chapter has been very rewarding for many students. I encourage them to interview their mentor or field advisor. I remind them that typically Americans LOVE to give advice and this will help them develop a good relationship with their advisor. I often make the written feedback (to me) optional, but I strongly encourage them to complete the task.
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Chapter 4: Writing Strong Research Essays

This chapter may not be for everyone, but there are significant points that are worth reviewing for students who are in the social science fields and who need to write research papers (not original research) for classes. For example, students in Education, Psychology, Counseling, Political Science, History, and many other fields are often asked to write research papers/essays (sometimes called term papers) on a particular topic of interest (or as assigned by the instructor). The structure of this type of research paper is quite different from an original scientific (quantitative or qualitative) research paper. Particularly if your students have not done their undergraduate work in the United States or a Western-based education system, they will find the topics and exercises in this chapter very useful. Since it is a relatively short chapter, you can go over the concepts in a relatively short period of time or assign it as homework reading. In my classes, I have a great mix of students from the sciences, engineering/computer science, and social science, so I make the "lecture" days on this chapter optional for those students not in the

social science fields. Remarkably, 99% of the students attend anyway because they are afraid they may miss some useful information.

The greatest focuses of this chapter are on gathering useful ideas, narrowing the topic to a manageable focus (by US standards), and organizing ideas in this type of paper, including putting a thesis statement at the beginning, using transitions skillfully and providing appropriate evidence to support the thesis. Professors expect their graduate students to be skillful at this type of writing by the time they are in graduate school and become frustrated if students do not practice these "basic" skills.

Exercise 4.1 is ideally suited to do in small groups of as a class activity since your international students will share knowledge of this topic. It is designed to help students understand that broad exploration of topics are not acceptable, but they must narrow the focus of a broader topic. It will also help them with classification of subtopics. After gathering many ideas for the mind map, you could challenge your students to come up with research questions or a thesis statement based on one aspect of this topic. Emphasize that this exercise is meant to show one way of gathering ideas, NOT to illustrate all the aspects of a topic that should be covered in an essay paper. Typically, students try to cover too many aspects (say everything they know about a topic without relating it to a narrowed focus) and do not narrow the focus on one area or research question that would span a few related areas.

Exercise 4.2 provides a fairly straightforward example of an introductory paragraph of a persuasive essay. The purpose of this exercise is to help students understand the limited focus of an essay. For further instruction on narrowed topics, students can read *Exercise 4.3* as well. Discuss other types of research essays that may not be persuasive in nature, but still need to have a narrowed focus. If your students need further assistance narrowing a topic, have them suggest other thesis statements or research questions that could be used for the topics of "brain drain," daycare centers and use of alternative fuels. Later, they will re-examine *Exercise 4.3* for the outline of a typical introductory paragraph. .

If you have several Asian students in your class, *Exercise 4.4* is especially important. Particularly Koreans, Japanese and often Chinese students seem to feel the need to start essays with two to three very global, abstract statements. I often recommend that they write these sentences so they can "get started" but then delete them later as they edit their papers. In this exercise, stress that a North American reader would probably be insulted with the examples in Example 1 and 2. They would probably feel as if the writer were telling them the obvious, as if they were trying to teach the reader a basic concept. Instead, North American writers would more likely start with a narrowed statement that focused immediately on the specific topic.

Thesis statements are difficult to construct for many international students. The lack of a clear thesis statement seems to annoy many North American professors/TAs as they read international students' papers. In contrast, when students have a well constructed thesis statement at the end of the introduction, mentors, professors/TAs often praise the students, indicating that this is a very important element for readers. Particularly,

Japanese and Chinese writers will rarely have a thesis statement at the beginning of the paper (end of the introduction) but will have a very clear statement in the first sentence of the conclusion. Indians, Spanish speakers, and Middle Easterners more often will have a thesis statement somewhere on the second or third page of the essay. Teaching your students how to write thoughtful, narrowed, direct thesis statements will be a great use of your class time. *Exercise 4.5* can help focus the discussion about what makes a good thesis statement in a paper. In addition, you may want to bring in your own examples as well and ask students to discuss the effectiveness of each thesis statement in the context of an introductory paragraph or in the context of a specific field/topic.

Exercise 4.6 emphasizes the use of topic sentences – another basic skill for clear writing. Remind the students of the principle in Chapter 1 about placing key information first. Students should be reminded often that North American readers usually skim material quickly by reading the first sentences of paragraphs. If the key information does not appear in the first sentence of the paragraph, the reader will probably need to work too hard to find the key point. (I often remind them that they can read their textbooks, articles and other material for classes using this same method, thus avoiding long hours of reading every word. Since many languages work hard to "hide" information so as to challenge the intelligent reader, students often come to North American schools thinking that they need to read all textbooks and articles very carefully. If the writer has organized the information with good topic sentences, it makes it easy for the reader to skim quickly.) Another way for them to practice the use of topic sentences is asking students to read *Exercise 4.7* in three or four minutes and then ask them to close their books and answer general questions If they read the topic sentences, they will be able to get the key ideas quickly and answer questions without reading every detail. *Exercise 4.7* is designed to focus on transitions, but students should understand the connection between longer transitions and topic sentences.

Exercise 4.8 is somewhat difficult – not the concept but being able to determine if a transition is needed and, if so, which word or phrase. There are several possibilities and not all blanks require a transition. What I like to stress is the need for longer transitions. At least most of my graduate students have a strong tendency to use "Firstly, Secondly, and Thirdly" as transition words without providing longer transitions or other transition words. I have been told that they were trained heavily to use these short transition words for the TOEFL, GRE and GMAT tests, so it is difficult to understand the need for other transitions in "real" writing.

Exercise 4.9 contains two very short conclusion paragraphs. In research essay writing, they will need to have longer paragraphs with more detail, but these two examples can begin the discussion about what conclusions should contain. You should emphasize that no new points should appear in the conclusion. You could easily also bring in other conclusion paragraphs or ask students to bring in examples of conclusions to analyze.

For most students the suggested writing assignments for this chapter can be very brief as in Assignment #1 or #2. If you have designed your course so that the students can hand in drafts of assignments from other courses, Assignment #3 is a great option for social science students.

Chapter 5: Writing Critiques that Show Critical Thinking

With the exception of engineering and computer science students, most majors require students to write some type of critical analysis, comparative analysis or critique of other authors' work. For many international students, these types of assignments are extremely challenging. Students often include too much detailed summary from the article or they fill their paper with too much praise and too little critical analysis or critique. Even if students have done critical analysis papers in their own countries, they may struggle with the depth necessary for graduate school.

Even if students are not required to write analysis/critique papers (such as the engineering and computer science students) the concepts in this chapter will help them understand what they can critique in others' work and what may be critiqued in their own work. *Exercise* 5.1 is a great in-class activity. Put students into small groups by field or area (even if it is a general division of social science, hard science, engineering and computer science) and ask them to come up with a list of areas they can critique in their fields. Encourage them to be specific. Instead of saying "Methods," what about the methods should they be looking at? (see initial list on page 103). When each group has had adequate time, make a long list on the board by eliciting ideas from each group.

Exercise 5.2 should help students begin to look at any study critically. Read one scenario and then ask students what questions they may want to look at. This is not to say that there will be problems in those areas, but what are areas they could BEGIN to question. Most of the questions should be fairly obvious such as "how did they determine, measure, and define intelligence" in the first example. Push them to think deeper, however. Who funded the study? What assumptions were made? What might have been the hidden agenda of the funders or researchers? Did they carefully monitor socio-economic status? How did they define "pre-school" and "daycare"? For example, did they include home-based daycares or did they only look at children in state-run daycare programs such as Head Start? Were all the children native English speakers? Did they do any longitudinal study to see if the results were consistent over time (or did "less intelligent" students quickly catch up to other students)? The students should be able to come up with many suggested areas to examine.

Structure: One way to teach the structure of a typical critique is to use the examples in *Exercise 5.3* to illustrate each part of the outline. If students can learn the structure and some of the language to use to demonstrate the structure, it will be far easier for them to start their own critique writing.

Thesis Statements: Using an effective thesis statement that states the overall critique of the paper is crucial for most critique writers. If the reader understands the overall point, it will be easier to understand where the writer is going. Many thesis statements in critiques have two parts: a positive critique and a negative critique. This shows balance in the analysis. However, many of my students choose a more neutral stance when they critique the work of others, especially well-known authors in the field. The list of words in Table 5.1 provides a useful list of adjectives that could be included in the thesis statement (and elsewhere in the paper). Have students circle words they know are used in

their own fields and add more words in each of the categories. *Exercise 5.4* puts those words into a meaningful context. Students can suggest words as you write them on an overhead/board or they can work in small groups to suggest words for this exercise.

Verbs: The student's choice of verbs in English shows if the student agrees, disagrees, or is neutral about others' work. Correct use also shows a level of sophistication. Many international students have a tendency to choose neutral words or repeat the same 2-4 verbs over and over, thus appearing to lack critical thinking skills. Verbs can convey powerful images, but if students choose the wrong verb, statements will be confusing, at best. The list of verbs and meanings beginning on page 110 can become reference pages for students. I ask my students to circle 2-3 verbs in each category that they think would be most useful in their fields and then earmark the pages so they can refer to them often. It may be somewhat confusing that some of the verbs are listed in the present tense and some in the past tense. As discussed later in the book in Chapter 7, tense is very confusing and inconsistent. Don't allow the student to get too sidetracked at this point or focus too heavily on present or past tense. However, in general reporting verbs (more neutral discussions of the text) are often written in the past tense and verbs indicating structure and feelings are often in the present tense. Some authors seem to mix the tenses freely and some fields tend to use all present or all past tense. You can ask your students to begin noticing the use of verb tenses when authors are writing about others' work. It may help them get an initial sense of when and why present or past tense is used in certain contexts.

Book Reviews: Only a few of my students are required to write book reviews, but several of them have asked for information since this is a difficult task, so this section was included in this chapter. Unless many of your students need to write book reviews, it is probably not worth class time to review this section, but it should be fairly self-explanatory for students who would like to review the unique structure and elements of book reviews.

Language: This section is dedicated to the use of conditionals and inversions. These two types of structures are used heavily in critiques, and when used properly, often impress the reader. Although graduate students have studied these structures, they may not have reviewed the difficult past unreal conditional for some time. It is probably worth class time to review the structure, have them fill in *Exercise 5.8* and *5.9* so you can be sure they are doing it correctly. Inversions are also very unique to high-level writing and should be reviewed, including *Exercises 5.10* and *5.11*.

Exercise 5.12 is a good exercise to ask students to do in groups. If you have a very mixed field class, you may want to put the class into groups according to the "hard sciences," and engineering/computer science to review Example 1 and social science students to review Example 2.

The suggested writing assignments are designed to fit the needs of various fields. For students who do not typically have to write critique or critical analysis papers, they can use Assignment #1 or Assignment #2. For all other students, Assignment #3 is the best.

This should be the second assignment that they get extensive feedback from you and then show to their mentors. There is a Mentor's sheet on page 406 for this assignment.

Summary/Critique - Gradesheet

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Goals and Focus	**Very Good**	**Average**	**Needs Work**	**Comments**
Begins with appropriate identifying info about the article and effective brief summary?				
Develops a thesis statement for the introduction that reflects the overall argument of the critique?				
Picks out key points to summarize from the article?				
Presents source material in a neutral way?				
Chooses significant positive and negative critiques that show critical thinking in your field?				
Uses the appropriate documentation style for your field?				
Uses quoting and paraphrasing effectively making clear distinctions between the author's ideas and your own ideas?				
Follows mentor's suggestions?				
Other –				
Grammar and Mechanics				

Grade _____

Chapter 6: Avoiding Plagiarism

One of the most troubling issues for international students is how to document and paraphrase accurately. The problem is that they may not even know how serious this issue is in the minds of their professors and readers, so you may want to "scare" them a little. Most writers who are accustomed to writing for American audiences are very concerned (even scared) about not committing plagiarism, but many international writers make errors that look as if they have not been careful enough. Most professors do not realize that plagiarism may be interpreted differently in other countries, so they get angry when they suspect a student has not been careful. Of course, every country has standards, but they may be slightly different than in the US or may not be taken as seriously as in the US. For example, in China, I am told, if the author is known in the field it would be an insult to put quotation marks around his or her words and cite the source. Any intelligent reader should know this information. In Japan, I am told, it is very important to use as many quotes as possible to show honor to the author. Whether or not these reports are always true, they do represent differences between country standards and expectations. Furthermore, non-native speakers are often very nervous about changing the words of others (paraphrasing) because they are not sure they will accurately represent the original or are afraid they can not do a better job than the original writer.

Although many professionals and academics in North America think the rules are very clear, there are many areas that are still difficult to manipulate when it comes to the line between plagiarism and using others' ideas collectively to the point where they become the student's own viewpoint. Most graduate students seeking guidance on plagiarism realize that they truly have no new ideas, but their ideas are a collection of many authors so they question whether their point needs documentation from all those authors or if it has become their own perspective.

All of these words of caution are to help you understand that this issue is not as simple as it may seem and to simplify it too much for students will not serve them well. They need to struggle with some of the issues and have discussions with their classmates, mentor, advisor and others to get a true perspective.

Documentation Styles: Many fields have a set, consistent style of documentation, but others are not so clear. When my students have asked their professors, "What documentation style do we use?" sometimes they get blank looks or have a less-than-satisfactory response such as "the one used in XXX Journal." As much as possible, encourage students to find out what style is used most consistently in their field and/or to ask professors what style to use in each required paper. It will allow them to look up the name of the style on the Internet (or buy a style manual book) and get a clearer, more complete picture of the rules. Sometimes students are confused between "documentation style" and "style guide." Often journals publish their own guidelines for capitalization, spacing/margins, etc and these guidelines are called often "style guides." They may include the documentation requirements as well. If your students ask about this distinction, you should clarify the differences (and emphasize that styles vary by field, by journal, and sometimes by professor's request.) For this reason, this textbook does

promote or publish one documentation style's guidelines. This information is readily available online by entering keywords Documentation Style and Plagiarism, or the specific name of the documentation style (APA, CBE).

What to document: Many international students assume too much knowledge of their professional readers and may not know what is "common knowledge" in their field and what actually needs to be documented. This section should help them begin this discussion. *Exercise 6.1* is somewhat difficult because the reader does not know what goes before the statements and what comes after, but use this exercise as a discussion point. For example, many people would accept the first statement as common knowledge. However, one science student questioned the truth of this statement saying, "In fact, it is NOT prevalent, but has just received a lot of media attention." If this were the case, then an authority's words and documentation would be appropriate. Number 2 is also a statement that can promote discussion. Many students have felt that there should be a footnote describing which methods have been used, and giving more detail about "notifiable disease surveillance."

The next several pages should be quite self evident. *Exercise 6.2* is a great exercise to use in class. Divide the group into teams and have them decide which of the paraphrased versions are plagiarism and which are not. Do not allow them to simply state "this is plagiarism," but ask them to decide why! It will be helpful if you look at the answer key before completing this exercise in class with your students. *Exercise 6.3* is also a useful groupwork activity.

Exercise 6.4 may be worth doing together as a class. It illustrates the need for giving attribution in EVERY sentence so it is clear whose opinion or work the statement belongs to. Doing this in every sentence often requires that the student knows the gender of the author (when there is only one author). Discuss ways students can discover the gender including using "babyname.com" as an Internet resource. Students can enter the first name and it will show if the name is a male or female name. You can also discuss ways of avoiding gender references (using statements such as "the author" or using the last name each time), but encourage them to try and find the gender.

Exercise 6.5 is not straightforward (by design) so the students can discuss some of the choices they have to consider when writing their own papers. The major problem with this paper is that it is unclear whose idea each sentence represents. Focus on which sentences clearly need some type of documentation. For example, in number 2, "most experts agree" is a signal of a generalization statement and the sentence should probably end with references to 2-4 experts' articles. Since students are not likely to know which of these statements are common knowledge, you can say "if this is common knowledge, then the writer doesn't need to document, but if it is not…" Sentence 6 clearly needs documentation, but it is unclear if sentence 8 is the writer's own research or Hutchinson's. (In fact, it was the student's, so discuss how this could be made more clear in the writing.)

I strongly suggest that you have the students complete Assignment #1 either in class or as homework as it will help them incorporate some of the techniques learned in this chapter.

Addition situations you may want to discuss as a class.

Classroom Situations

In your group, discuss the following situations and decide if they are okay or not okay.

1. Your professor requires you to buy an expensive course packet from the University of Minnesota Bookstore which includes readings and class notes. You realize it would be cheaper for you and your friends to buy one packet and copy it yourselves to distribute among yourselves. Is this okay?

2. You are assigned a task and asked to hand in individual papers. You decide to work on this task with several of your classmates (or one friend) and write the paper as a team. You each hand in a paper (individually) but your paper is identical (or very similar) to the other's paper(s). Is this okay?

3. Given the same situation as #2, but you do not work on writing the paper together. You work on the task as a team, but each person writes his or her paper individually without consulting with the other(s). Is this okay?

4. You share (let them copy) your class notes with your friends in the class. Is this okay?

5. Your friend took the same course last year so you ask him to let you read his paper. You realize that the instructor has not changed the assignment from last year (or you can choose any topic for your paper). Your friend got an A, so you look at his answer carefully and use many of his ideas and sources in your paper. Is this okay?

6. Same situation as above, but you copy the entire paper. The class is taught by different professor, so she won't know it is copied. Is this okay?

7. You live with a friend (or do a lot of studying with a friend in your class. You decide you can not afford to both buy the textbook, so you share with him. You do not copy anything but you share the text. Is this okay?

8. You read an article with a lot of ideas you REALLY agree with and want to use in your paper. Your paper ends up with mostly the same ideas (and many quotes) from that one article. Is this plagiarism?

9. You are doing research on a company and want to use a chart from their website and a quote from the CEO. How do you do this without committing plagiarism?

10. You find an article that you want to use some treat ideas from. You carefully change the words (paraphrase) so you don't cite the source. Is this plagiarism?

11. You have done great research, but have not been careful about where you found an idea or quote. You have a full list of citations, so you guess where the idea came from instead of going back to carefully check. Is this plagiarism?

Web Resources

If your university does not have a plagiarism tutorial, Indiana has an excellent tutorial to help students practice these principles
http://www.indiana.edu/~istd/

Documentation styles and links by field
http://www.uwc.ucf.edu/Writing%20Resources/documentation.htm

https://netfiles.uiuc.edu/k-lee7/www/kesl/writ/doc_styles.pdf
http://www.wisc.edu/writing/Handbook/Documentation.html

Chapter 7: Writing Research Papers

The main task of any researcher is writing up the work that he or she has done and submitting it to publications/journals for consideration. This chapter describes many of the aspects related to original research writing. Each field is somewhat different in the emphasis and design, but this is a good baseline for students. After presenting many of the structures, vocabulary, or possible problem areas of research writing sections, the book asks students to examine work from their own field to see how closely their field follows these basic guidelines or if they veer off on a different path. It is quite important as an instructor not to imply that all research writing is the same or follows some rigid patterns, but to encourage the students to gain new insights they can look for in the writing samples from their own fields. Learning with this discovery method will allow them to continue to learn after your class is over.

You will need to decide the best order to present this chapter. The text presents sections in the order they would appear in a paper, but students do not always write in the same order presented in a paper. For example, they may write the Methods section first and later write the Introduction. If students are in the midst of writing their research papers, you may want to rearrange the presentation of this chapter. Whatever way you choose to present this chapter, one of the key components throughout this chapter is to ask students to read and analyze structures, language and content of research papers in their own fields. Using this discovery method will greatly enhance their ability to mimic the style, language and structure of work in their own field of study. How fast you work through the chapter and how many of the specific sections you cover in class depends entirely on who your students are and where they are at in the writing process. If most of your students have not begun or are just beginning their research, this chapter will be more of an "academic" pursuit instead of a practical application. If this is the case, spend most of the time on examining work from their fields so they can get a sense of how to present their work in their own future writing. If they have already begun writing up their research, spend most of your time on the introduction and interpretation/conclusion sections. I confess that I have not discovered any exciting way to present this material. It is pretty boring, but students report that it is very helpful to work through the sections of this chapter slowly enough so they can apply the ideas to their own writing.

Research Proposals

This is a relatively short section since most departments will have fairly clear guidelines for their research proposals. It is also relatively easy to find research proposals on the Internet or in departments, so students can examine specific examples from their fields. *Exercise 7.1* gives students a structure for analyzing a proposal from their field. If your students are at the preliminary stage of proposing research, this will be a useful task.

Research Paper Structure

The remaining parts of the chapter focus on each section of a typical research paper. Emphasize that not all fields and papers follow this structure, but many of the points they will learn as they study this chapter will help them regardless of the actual structure. Much of the language or key concerns (need for detailed language in the Methods

section, for example) will transfer to most research writing. Even though this chapter is mostly presented by section, emphasize and re-emphasize that the point is not just the structure, but the concepts of this chapter and learning how to examine work in their field so they can mimic those skills.

Title: Many students ignore this important part of a paper. Emphasize that using key words in titles of papers is especially important for electronic searches. *Exercise 7.2* may help them to recognize patterns from their own fields. Ask them to look at several different journals so they can see a broad spectrum.

Abstract: There are several different types of abstracts, but the type discussed in this chapter is the typical abstract that appeards before the introduction of a paper. Students often struggle with the idea that this is a summary – then they have a summary at the beginning of the paper, another type of summary at the beginning of sections (sometimes) and a summary in the conclusion. Why do we have so many summaries? Ask students when readers read an abstract (before reading the paper, in isolation – when they don't have the full text, or when they are deciding if they want to read the full text – such as in electronic searches.) The abstract must contain enough important details so the reader knows exactly what the paper contains (main ideas) and must have key phrases to easily identify the various parts of the paper (The method used in this paper). Before going over *Exercise 7.3,* point out that this is a secondary analysis of data from another study (see sentence #4). Knowing this will help them understand the content of this abstract.

One of the common mistakes students make when writing abstracts is not clearly identifying signal phrases (The purpose of this study is…) and not using "code" phrases that identify the work as their own. They may say "a study" instead of "this study" (the code word for "my work"). *Exercise 7.4* is an example of this mistake. The words in italics are the teacher's notes to the student and should help your students identify the problems.

Introduction section

This section is probably one of the most difficult sections to write. In general, it is also the most standard as it relates to structure. A few fields or articles do not follow this approach, but most seem to. *Exercise 7.5* is a condensed introduction, but it should help students identify the typical structure.

Literature Review: Of course, most dissertations and thesis papers have an entire chapter of literature review, but the same principles apply to a shorter review included in the Introduction section. Especially help students learn how NOT to simply list individual authors/studies but to break work into larger trends. What do authors agree on? What has been studied thoroughly? What is still questionable or incomplete? The purpose of a literature review is always to lead the reader to an understanding of the gap in the literature. What still needs to be examined (and, of course, this will be the focus on the student's work). *Exercises 7.6-7.9* all emphasize how to introduce trends, how to move from the trend to individual authors' work and show subtle critique (with verb choice). Remind students that pages 111-112 have a more complete explanation of the feeling of

each of the verbs presented on page 171-172 (reporting verbs). Many international students have a strong tendency to choose only neutral verbs because they are not sure of the strength of certain verbs.

Verb tense is an even more complex topic. I always wish there were hard and fast rules for verb tense rules in papers, but there are not. However, there are some patterns that they can follow if they are not sure of the patterns in their own fields. Never imply that verb tense usage always follows the patterns outlined on pages 173-174 because one of your diligent students will always come up with an exception. Help them understand the patterns and then have them examine reporting verbs and verb tenses in the literature from their fields. *Exercise 7.11* follows the guidelines from the previous patterns except in sentence 8 where *suggests* is in the present tense, whereas sentence 3 gives it in the past tense. You may ask students to speculate why, but the honest truth is, even native speakers may not be able to explain exactly why they choose one tense over another with some verbs like *suggest*. In this book, I have decided not to oversimplify complex issues since these students are too smart to be satisfied with simplification. However, I stress with my students that the patterns presented on pages 173-174 are rarely wrong. Native speakers may alter these choices, but as non-native speakers, they can use the patterns on these pages and will probably be correct. They will, however, have to struggle with verbs of feeling.

Need for further research: The point of the Introduction, besides introducing the topic, is to lead the reader to understand that their topic of interest is significant and unexplored (or underexplored). Making statements about the need for further research is the first step in positioning the student as a key contributor to the field. Most of my international students are reluctant to boldly state the importance of their work and are very relieved to learn that they do not have to say "My work is important," but can lead up to a statement about the value of their work without bragging. Using negative sentence constructions and contrastive statements are simple ways to highlight the need for further work.

Raising a question: This short section is very important for students who like to ask direct questions in their papers. Statements like "it remains unclear whether…" are great substitutes for their direct question style.

Negative verbs: Learning the strength of negative verbs is essential for most non-native speakers since they are often nervous that they will be too critical of authors in their field. This part of the Introduction may be the most uncomfortable for them to write, so carefully reviewing *Exercise 7.13* is well worth the effort.

Stating the purpose and finishing the introduction should be fairly straightforward.

Methods Section

Detail and preciseness are key elements of a Methods section, so this part of the chapter focuses on these areas. Use of verbs, particularly past tense verbs, are also discussed. Many of my students have the erroneous idea that all verbs should be in the past tense in the Methods section, but pages 184-186 should help to clarify this misconception. Some

fields, however, consistently use present tense verbs, so be sure you have students complete *Exercise 7.17* so they can examine the standards of their own fields. Non-native speakers often complain that their vocabulary is too small and are consistently asking for vocabulary building exercises. What they may not realize is the importance of accuracy and preciseness when choosing verbs. Instead of focusing on complex vocabulary, students need to practice verbs within contexts, and *Exercise 7.18* is designed to help them recognize what verbs go with what actions. It is impossible to simply give a list of verbs and expect students to know where/when to use those verbs, so having them begin to list the most common verbs (in context) from their fields really helps them build their ability to communicate accurately.

Here are some examples of precise verbs in a Methods section:

1- Eggs were **collected** from adult frogs and **fertilized** as described previously….

2- Vesicle motility reactions were **perfused** into 10-µl chambers **composed of** a glass microscope slide, double-sided tape, and a poly-lysine **coated** Aclar coverslip…….

3- Some reactions **contained** 1µg/ml……

4- Crude *Xenopus* extract was **prepared** as described except that Cytocalasin D was **omitted**.

5- The viscous glycogen pellet beneath the membrane layer was **discarded**.

6- Cytosol was further **clarified** by spinning for 541,000 *g* max……

7- Crude membranes in 1 M sucrose were **washed** and **resuspended**…..

8- Rhodamine-actin was **replaced** by acridine orange (20 µg/ml) and freshly **prepared** extracts were **used**.

9- Samples were then **warmed** to room temperature.

10- Images were **acquired** with a Princenton Instruments cooled CCD camera (standard rhodamine filter set) and **analyzed** with Winview or Metamorph software.

Numbers: Students often ask about use of numbers. After reviewing the use of numbers in Methods sections on page 188, this may be a perfect time to go through a more detailed list of use of numbers in Chapter 9, on page 281-282. Since some fields follow the very strict, traditional use of Arabic and written out numbers, and others use a more "modern" approach, students will need to discover how their fields treat the use of numbers and then follow those standards. Unfortunately, these uses may vary by the journal in their fields or by the professors' preferences as well, so they may need to be flexible in their approach. Your job is to teach them that there are varying standards and they need to be aware of the requirements of the audience/journal when they write.

Results section

One of the key points in this section is helping students focus their writing on results, not data. This is a very crucial distinction since it closely follows the principles of Chapter 1 and 2. Focusing on the results instead of the raw data helps the reader understand the key point(s) instead of leaving those interpretations up to the reader. *Exercise 7.22* is especially important for your students. This is an easy overnight assignment and then they can share their findings with the class or in small groups. If you want further exercises, you could give them some raw data (and a context) and ask them to turn it into sentences that focus on results, not the data alone.

Verb tenses: Since students have probably already completed exercises in Chapter 2 on tables and graphs and may have written the suggested assignment at the end of Chapter 2, the next sections on verb tenses and use of graphics should be fairly straightforward. The sections in this chapter go into a little more depth than Chapter 2 and should be used to remind them of the principles they have already learned and then go to the next step (particularly focusing on the verbs and particular language of figures).

Discussion Section

This section is generally the interpretation section of a paper. Students must be careful not to overstate their findings, but more importantly for most internationals, they must not be too humble about what they have found. Beginning the discussion is generally an overview of the answer. Remind them of the principle of putting key ideas first (from Chapter 1) so the reader does not need to wade through all the information in this section to find the answer or overall point/interpretation. Many students (particularly Asian students) are reluctant to be too direct in this part of the Discussion section. They often prefer to "let the results speak for themselves" and they forget North American's need for clear, direct summary statements. Again in this part of the chapter, we focus on use of verbs, verb tense and strength of verbs and claims. Many international students are very concerned that they accurately use verbs and that they are not being overly strong or overly polite/humble. Especially on pages 201-202 you can help them wrestle with these concerns. Ask them to carefully examine Discussion sections in the journals of their field to get a feel for how strong they can be when they are presenting interpretations and discussions of their own research. Pages 203-205 should be fairly self explanatory.

Analysis of Other Types of Journal Articles

Inevitably there are some students in each class that do not have to write traditional empirical data style research papers. Even though many of the principles in this chapter apply to other types of research papers, these students are usually concerned about the other styles of writing. Pages 206-207 are ideal exercises for them to go through. If you have several students who are in this situation, you can assign the questions from these pages and ask them to hand in the answers along with the article they examined.

Conference Abstracts

It is somewhat dangerous to include comments on writing conference abstracts in a general book such as this, since each conference has its own specific requirements for how to organize and present the abstract/proposal. However, senior graduate students and researchers need to be aware of the need for and importance of presenting their work at conferences. These general principles and two examples may be useful to your students. However, you may want them to ask in their departments for a more field-specific example and bring it to class so they can analyze the sections, the need for persuasive language and the amount of detail needed in their areas of research. You could also ask them to bring in a request for conference proposals from a conference in their own field. Most of these requests include substantial detail about what the reviewers are asking for.

Suggested Writing Assignments

Designing a writing assignment for this chapter is quite difficult given the wide variety of situations your students may be in. There may be students who have not started their own research yet while others may be well into the writing process. The suggestions on page 211 take these situations into account. It may be, however, that you want your students to complete some of the analysis exercises in this chapter and hand in an assignment that answers the questions in those exercises.

Chapter 8: Grammar Concerns

This chapter is not an exhaustive list of grammar problems nor is it meant to be a complete guide to these grammar concerns. It is, however, a collection of concerns for typical language learners at a high level. The areas covered in this chapter seem to plague students consistently, no matter how high they are in their language-learning process. It is strongly recommended that you incorporate small segments of this chapter into other units throughout the class instead of going through it consecutively, all at once. It may be that you simply want to assign some exercises as homework and ask them to check the answers on their own (see www.eslvideos.com for the answer key for each chapter). However, inevitably students will have questions and sometimes very complex questions. If you have experience teaching high-level grammar, you will know how to deal with these complexities, but as you know, this high-level grammar is not always easy to explain and in some cases (as in count and noncount nouns) impossible to explain to the students' satisfaction. Language is complex! It is also very clear that simply reading the reference sections and filling in blanks does not mean that students will transfer the knowledge to their own writing. However, it will give them a foundation for making choices and as you identify problem areas in their drafts, you can use the reference sections and exercises as further reinforcement. Each section starts with exercises and then has a reference section. The sections are divided in this way so students will "test" themselves and find their own difficulties before reading through the reference section. Since most (probably all) of your students have spent a great deal of time studying grammar, the reference sections should be reminders, clarifications, and greater detail of the concept instead of totally new information. If you (or they) want further information about these parts of grammar, here is a partial list of grammar references that deal with high-level English issues.

Understanding and using English Grammar by Betty Azar, Prentice Hall Regents, ISBN 0-13-943614-6
Top 20: Great Grammar for Great Writing, by Folse, Solomon, Smith-Palinkas. Houghton Mifflin Company. ISBN 0-618-15299-7
The Essentials of English: A Writer's Handbook by Hogue. Longman Publishers. ISBN 0-13-030973-7

As for writing suggestions, *Exercise 8.18* and the suggestions on pages 257-258 are very useful for putting these grammar concepts into real contexts and put responsibility onto the students for gathering phrases and questions. Students are more likely to learn grammar when a question is generated from what they are really writing instead of from "canned" exercises. It is also a great strategy to have students share ideas with one another (as in #6 on page 258). They will quickly realize that they are struggling with common issues instead of feeling stupid and alone.

Here are a few other worksheets you could use in your classroom as the need arises for your students. Of greatest importance is the first worksheet on singular, countable nouns.

Rule 1: Every singular, countable noun must have an article - *a, an*, or *the* - or another determiner (e.g., one, this)

Which of the following words fit this situation? (They are singular and countable.)

problem	market	value
method	revenue	hypothesis
industry	outcome	study
trend	ability	XX model
ratio	axis	XYZ program

Add 2-3 more words you commonly use to this list

The exceptions are:
When there is a possessive in front of the noun:
Compton's theory

When there is a number that follows:
In Figure 1,…on page 3,…. Meet me at Gate 3…

Rule 2: You must use *the* with certain words

The average
mean
same
main/primary
first, second…
most, least, worst (and all est words)
previous

Add two more words that always need "the" in front of it.

Pattern 3: This isn't a strong rule, but it is a fairly regular pattern: Most "of phrases" have *the* in front of the first noun. (See page 236 for more examples and Exercise 8.12 on page 231 for more practice.)

the value of the class
the volatility of the market
the results of this study
the level of responsiveness
(but "Subjects had a high level of response.")

Article Use in Context

Look at the following sentences and correct the article usage:

1. This is a test-bed in which we can test different methods of dividing process-planning task into components.

2. An advantage of using blackboard based agent architecture is ease of adding new agents or re-organizing them into new system structure.

3. The author not only mentioned 5 propositions, but also provides an interesting data and observations.

4. However, lack of enough data and appropriate example for foreign language teachers hinders them from adopting constructivist approach in their classrooms.

5. Shapiro's interest in the third-world women and their garments is linked to her search for her own identity.

6. The patient referral process involves transferring patient who needs more detailed test to clarify his/her medical problems from primary care doctor to specialist.

7. It is also a loading condition that will induce fatigue problems that take place when stress level is below yield stress of steel.

***Such as* or *including*?**

Use either *such as* or *including* for each of the following sentences:

1. Numerous personal factors are related to commitment to an organization

____including/such as___ gender, income, and education.

2. As for the factor of gender, statistics from major companies

_____including/ such as _____ AT&T, General Motors, and Polaroid show that women are staying longer with companies as they climb the corporate ladder.

Such as = _____for example_____

Including = ____highlights the most important onces_____

Write a sentence for each of these:

Such as:

Including:

Even If or Even Though

Even though = despite the fact, although *YOU ARE SURE OF THE FACTS.*
Even though introduces a fact – It could be substituted by the expression *despite the fact that*.

> He runs a successful software company even though he never completed college.
> He will start a software company even though he never completed college.
> The results are relevant even though the sample is small. (fact)

Even if = whether or not. Not sure of the facts
Even if, on the other hand, usually introduces something which is not a fact. It may be completely hypothetical. It could be replaced in the sentence by *whether or not*. **It is often used to describe future events because you don't know the outcome.**

> Even if you apologize, she still may not forgive you.
> The results are (will be) relevant, even if they do not agree with the hypothesis.
> (We don't know if they will agree or won't agree with the hypothesis yet.)

Interchangeable even if/even though

Even if is sometimes also used to replace *even though* when talking about factual events,

> Even if/Even though he's a Harvard professor, he still has to listen to other people's opinions.

However, I suggest that you avoid this complication and use the more strict guidelines given here.

Another way to look at this contrast

EVEN If - you are not sure of the facts	**EVEN THOUGH – you are sure of the facts**
I'll help you **even if** I don't have much time. **(I may or may not have time. In either condition, I'll help.)** **I am going swimming tomorrow, even if it is raining.**	I'll help you **even though** I don't have much time. **(I don't have much time, still I will help.)** **I am going swimming (now) even though it is raining.**

I like to walk to school **even if** it is raining. **(It may or may not be raining. In either condition, I walk.)**	I like to walk to school **even though** it is raining. **(It's raining (now), still I like to walk to work.)**
Even if he doesn't say so, he loves you. **(He may or may not say so. In either condition, he loves you.)**	**Even though** he doesn't say so, he loves you. **(He doesn't say so, but he still he loves you.)**

Use *even though* when you are sure of the facts. For example, They decided to drive to Berlin, even though it was twice as far. (I know how far it is.)

Safe guideline:

Use "even if" for a situation that hasn't happened yet (is going to/may happen in the future) or you are unsure of the fact.

They decided to drive to Chicago even if it takes a long time. (in the future: I don't know if it will take a long time or not.)

Use "even though" for something that has already happened (in the past) or you are sure of the facts.
I drove to Chicago, even though it took a long time. (in the past)
I will drive to Chicago, even though it will take a long time (I know it will take a long time.)

Discuss the difference in interpretation if you choose one of these phrases compared to another.

1. This method will be used <u>even if/even though</u> you do not like it.

2. This method will be used <u>even if/even though</u> it does not work.

Here is a review of some very confusing verb forms. Unfortunately, they are used often in graduate writing

Source: The Grammar Book: An ESL/EFL Teacher's course. By: Marianne Celce-Murcia, Diane Larsen-Freeman. Newberry House Publishers

Verbs, adjectives and nouns taking subjunctive complements:

For a small class of English verbs that take "that" clause object complements, the subjunctive form of the verb is used in the object complement. This is indicated by the lack of the –s inflection for the third person singular verbs and by the use of one form (i.e., BE) for all persons when the BE form is used.

We	suggest	*that she **leave** the arrangements to us.*
	insist	
	recommend	*that Alex **be** the chairman*
	urge	
	propose	

Other verbs in this class are *advise, ask, command, demand, forbid, move, order, request, require, and stipulate.*

Some of these verbs permit an alternative way to express this same meaning, although the addition of *should* does seem to soften the speaker's request.

We suggest that Alex *should* be the chairman.

Some verbs require a simple form for the second verb form, without the "to."

Let	My father let me **drive** the car.
Help	My brother helped me **wash** the car.
Make	I made my sister **carry** the bags.
Have	I had the mechanic **repair** my car.

Grammar Quiz

1. Correct the following sentences:

    a. It makes me difficult/hard to understand that concept.

    b. It made me felt unimportant.

    c. I am agree/disagree with that author.

2. Which one(s) is correct?
    a. most time
    b. most of time
    c. most times
    d. most of the time

3. Which one(s) is correct?
    a. most of student
    b. most of students
    c. most of the students
    d. most students

4. Are the following nouns countable or noncount? Use them in a sentence with the correct verb.
    Research

    Writing:

Therefore, Thus and Thereby

Therefore and *thereby* technically both mean "as a result" but they are used in different contexts with different grammar.

Therefore is always used as a transition word meaning "as a result of," but it connects two sentences or big ideas. *Thus*, can also be used in the beginning of the sentence to mean "Therefore."

Al failed the test because he didn't study. Therefore/Thus, he had to drop the class.
Al failed the test; therefore/thus, he had to drop the class.
Al failed the test. He, therefore, had to drop the class. (no thus in this sentence)

Thus and *thereby* in the middle of the sentence also indicate "as a result" but usually connect ideas within one sentence or idea. The grammar is always with an –ing form.

A transmitter sends radio frequencies over airways, *thereby delivering* multi-media content.
It aims at overloading the targeted site, *thus causing* degradation in resources and services.

Write two sentences using *therefore*, *thus*, or *thereby*.

Chapter 9: Mastering Punctuation

Even more so than Chapter 8, this chapter is a reference for the students. Teachers can refer students to particular sections of this chapter as problems appear in the student's drafts. If numerous students seem to be struggling with similar punctuation issues, go through one of the sections as a class, but otherwise, this chapter can be for self-study and review. However, in every class, it seems that there are one or two students who REALLY want to know the answer to punctuation questions quickly and immediately. If you are familiar enough with this chapter, you can briefly stop and review a rule as questions come up. In the scheme of things, punctuation is less important than accurate grammar and word choice. However, there are times when punctuation clearly changes meaning and must be incorporated accurately. Focus on these sentences more than others.

One fun way to work with grammar and punctuation is to bring short paragraphs into class and begin class with a 5-minute group editing session. These paragraphs might be students' samples or ones you have gathered on your own. Students at this level are usually very motivated to find and correct errors that come from "real" writing. (Be careful to let students know you will be choosing paragraphs randomly and that you will not identify names, if this is your approach.) Other instructors will choose "perfect" paragraph samples and point out how students have accurately punctuated, instead of choosing paragraphs with errors.

Handbook Hunt

Use any handbook or any other sources you have to find the answers to each of these questions. If you are using a journal (from your field) as your reference instead of a handbook, make sure it is a widely accepted journal in your field.

Punctuation:

1. Do quotation marks go outside or inside a comma?

2. Do quotation marks go outside or inside a question mark?

3. How do you punctuate "Smith et al"?

4. Give examples of 2 ways we use a semicolon.
   1.

   2.

5. How do you punctuate these phrases? (Hint: do you use a hyphen or not?)

Twenty three moving parts

A long term process

An ex NATO member

Numbers

6. In the American system, how do you punctuate the following numbers?

5000 dollars

10000000

7. When do you write out (spell out) numbers and when do you simply write the number (1, 2, 3) in the text?

At the beginning of a sentence?

When the number is under ten?

When the number is a dollar figure?

When the number is a percent?

7. Check a document from your field (a technical journal, for example) and see how numbers are written. Does it agree with the principles of the handbook?

Documentation Style

9. **Write a quote** using an outside source (another author) and punctuate it correctly according to your accepted documentation style.

10. Write the corresponding citation that would be found in the **References, Works Cited or Bibliography page.**

11. Capitalize and punctuate the following title of a journal article according to your documentation style.

In the article the making of a bomb Smith declare that even children are able to access bomb making materials easily and cheaply

Style Manual

12. If you single space a document, how do you indicate the beginning of a new paragraph?

13. If you double space a document, how do you indicate the beginning of a new paragraph?

Tables, Graphs and Figures

14. Do you capitalize Table 1 in a text/sentence?

15. Where do you put the title of a table, above or below the figure?
A figure?
A graph?
A table?

16. Punctuate this title **under** a figure:
Figure 3 Continuous hear rate vs time for simulated gravity level test subject A

Grammar/Style

17. Name at least 3 types of transitional devices in a paper. Give an example of each one.

1.

2.

3.

18. Look at the following list. Why are the parts not parallel? (Look under *parallelism* if you do not know)

The comparison will cover the following:
Possible mechanisms of change
How the fissure widens because of regional tectonic stress
Are there changes in permeability from increased microcracking?

Other Resource Links

Spelling

Absolutely Ridiculous English Spelling: http://www.say-it-in-english.com/SpellHome.html
Spelling It Right: http://www.spelling.hemscott.net/
A Spelling Test: http://www.sentex.net/~mmcadams/spelling.html
Webster ComNet.edu Spelling Quiz: http://webster.commnet.edu/cgi-shl/quiz20.pl/spelling_quiz1.htm

Punctuation

EnglishPlus.com Punctuation:
http://englishplus.com/grammar/punccont.htm
OWL (Online Writing Lab):
http://owl.english.purdue.edu/handouts/grammar/index.html
Quiz on Punctuation: http://webster.commnet.edu/cgi-shl/quiz.pl/punct_quiz.htm
Eat Shoots and Leaves Punctuation Game:
http://eatsshootsandleaves.com/ESLquiz.html
Punctuation Refresher Quiz:
http://depts.washington.edu/trio/comp/howto/pieces/writing/punctuate.shtml

Grammar

www.edufind.com: http://www.edufind.com/english/grammar/toc.cfm
EnglishPage.com, verb tenses:
http://www.englishpage.com/verbpage/verbtenseintro.html
The Internet Grammar of English: http://www.ucl.ac.uk/internet-grammar/frames/contents.htm
OWL (Online Writing Lab):
http://owl.english.purdue.edu/handouts/grammar/index.html

Dictionaries & Thesaurus

Cambridge Dictionaries Online: http://dictionary.cambridge.org/
Merriam-Webster Online: http://www.m-w.com/
American Heritage Dictionary: http://www.bartleby.com/61/
Wordsmyth: http://www.wordsmyth.net/

Chapter 10: Communicating Professionally

This chapter was added just before the final edit of the book because students (and teachers) continually reported students' worries about the areas covered in this chapter. Of particular importance is the use of voicemail (page 301) and e-mail (page 311) messages. Students are also very concerned about sending requests or bad-news messages (pages 318 and 319). Even though most of this chapter should be reference information for newly arriving students, these areas will continue to plague students throughout their educational and professional careers. Since most students come from countries where etiquette rules are extremely important and politeness phrases are essential to their professional advancements, they will likely be more worried than North Americans about "what is right." The information in this chapter should reassure them. However, you need to remind them that there are no absolute rights or wrongs, only degrees of such. North Americans are fairly tolerant people and will likely "forgive" mistakes in etiquette if the student is from another culture.

Some students have come to me with great shame after reading this chapter because they have committed some etiquette flaw (in their view) and are not sure how to face someone they feel they have "wronged." Reassure the students that the ideas in this chapter are useful guidelines for producing effective results, but most North Americans are not hard and fast in their etiquette rules. Since this course is so intense, the writing assignments in this chapter should be incorporated somewhere to break up the heavy academic emphasis and to help them communicate effectively in the business world (including a graduate school environment). In reality, they will likely write more of these types of e-mails and letters than formal graduate and scholarly writing in their careers.

There are few exercises in this chapter because you will not likely spend much class time on this chapter. *Exercise 10.1* is meant to be a basis for discussion instead of absolute right or wrong rules. Some of these guidelines may vary by region of the country or personal preference (e.g., professors' names, arrival times). You can become a "cultural informant" and ask other students who have been here for a longer time to report their "findings." *Exercises 10.2* through *10.4* relate to the writing and communication styles of graduate school and business. If you would like to take class time to review values, you may want to do it when you talk about the principles in Chapter 1 (e.g., putting major points first, writing specifically and concretely).

Chapter 11-14

The remaining chapters in Success with Graduate and Scholarly Writing discuss job-hunting and presentation skills. Although these skills are not directly related to graduate and scholarly writing, they are of such great concern to students that they are worth reviewing, at least in part. Very little has been written in these areas specifically for non-native graduate students, so many of the concerns of this unique population are included in these chapters. Many of the students' departments will offer specific help for their job-hunting endeavors, but often students need help with the unique areas such as what to do with education from other countries. For example, GPAs often don't translate well, so

how can a student highlight his or her high grades on a resume? Or how can students highlight the fact that they went to the best university of their country if the university is not well-known in this country? How do interview styles differ from other countries? These questions are all covered in these chapters. There are almost no exercises except to review some features of resumes in Chapter 11, so you are not likely to spend a great deal of class time with these areas. However, you may want to devote 2-4 days to these areas, showing examples, answering specific questions and having students complete some of the suggested assignments at the end of the chapters.

Chapter 14 could be the subject of an entirely separate class, and indeed, in many universities, there is a separate presentations or International TA course. This chapter is meant to be an introduction to presentations. Much is written for business presentations and undergraduate-type of public speaking presentations, but little is written for non-native graduates or scholars who must present research at conferences or seminars, so the information in this chapter will be ideal for your students. If you would like more information and exercises or a complete book, Success with Presentations by Meyers and Holt (www.eslvideos.com) is written for this specific purpose and includes video samples of presentations.