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**MOHAMED I UNIVERSITY -OUJDA  
MULTI-DISCIPLINARY FACULTY OF NADOR  
DEPARTMENT OF ENGLISH STUDIES  
STUDY SKILLS**

# Study Skills

**Semester: 1**

**Groups : A and B**

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The overall aim of study skills courses is to ensure that students feel confident in coping with the extended written work which may be assigned to them by their subject tutors during their course of study in the university where English is the medium of instruction. Similarly, the courses seek to largely enable students to study and practice the skills necessary at different steps of producing coherent, consistent, and well-written piece of academic writing.

## **Study Skills Curriculum**

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## Course Number 1 :

### Writing an Assignment Summary<sup>1</sup>

#### Summarizing

In your main course of study, you will almost certainly need to summarize information in writing. You may be required to do this as part of the course or it may prove to be a valuable skill when you are assimilating information for your own further use. Summarizing will often be the next step after note-taking in integrating material from sources you have read into your own writing. In fact, the practice of writing summaries from your notes is a useful safeguard against the temptation to plagiarize. Summarizing is also an excellent way of ascertaining whether you understand and can remember material you have been reading.

The amount of detail you include in a summary will vary and you may need to be selective in the information you choose to summarize from your reading material. However, you will probably need to go through most of the following stages:

1. Quickly read through the text to gain an impression of the information, its content and its relevance to your work; underline/highlight the main points as you read.
2. Re-read the text, making a note of the main points.
3. Put away the original and rewrite your notes in your own words.
4. Begin your summary. Restate the main idea at the beginning of your summary, indicating where your information is from.
5. Mention other major points.
6. Change the order of the points if necessary to make the construction more logical.
7. Re-read the work to check that you have included all the important information clearly and expressed it as economically as possible.

In a summary you should not include your own opinions or extra information on the topic which is not in the text you have read. You are summarizing only **the writer's information**. Also, take care not to include details of secondary importance. Summarizing can help you to avoid plagiarism. **It is most important that you use your own words in presenting information** (*unless you are giving a direct quotation*). It is better to adopt the practice of taking notes and then writing a summary from your notes without having the original text in front of you. In the academic traditions of the English-speaking world, using another person's words and ideas, without indicating that they are not your own, where they came from and who wrote them, provokes a very negative reaction.

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<sup>1</sup> For further readings, consult: John, Trzeciak and S.E, Mackay. *Study Skills for Academic Writings*. New York: Prentice Hall Europe, 1994.

### Short task

Look at the four ways in which summaries of the source have been attempted by students. Which of these are acceptable as summaries?

## Salaries rise in line with fees

Students are borrowing more money to finance college education compared with 10 years ago but, when they graduate, their loan payments are taking up a smaller percentage of their salaries.

One-half of all graduates borrow some money, according to figures from the US Department of Education, up from 34 per cent in 1977. The average debt for recent graduates is \$4,800, up from \$2,000 in 1977.

The government has been deliberately shifting the emphasis from grants to loans, and more students have been forced to take out loans because of rising fees.

'College students are borrowing more than they did 10 years ago to pay for rising college tuitions,' said Acting Secretary of Education Ted Sanders. 'But when you take earnings into account, debt should not be a hardship for most graduates.'

**Consider the following samples of summaries of the above text:**

- (a) Students are borrowing more money to finance college education compared with 10 years ago but, when they graduate, their loan payments are taking up a smaller percentage of their salaries. 1/2 of all graduates borrow some money, according to figures from the US Dept. of Education, up from 34% in 1977. The government has been deliberately shifting the emphasis from grants to loans, and more students have been forced to take out loans because of rising fees.
- (b) Students are borrowing more money to finance college education than 10 years ago but, after graduating, their loan repayments are taking up a smaller percentage of their salaries. 50% of all graduates borrow money, according to US Dept. of Education figures, compared with 34% in 1977. The government has deliberately been shifting emphasis from grants to loans. More students have been forced to take out loans because of increasing fees.
- (c) More money is being borrowed by students to finance college education. Half borrow some money, compared with 34% in 1977, according to US Dept. of Education figures. The government has emphasized loans rather than grants and rising fees have forced students to take out the former. However, when earnings are taken into account, the debts should not be a hardship for the majority of graduates.
- (d) More students (50%) are taking out loans to finance college education than in the past (34% in 1977) due to rising fees, the move away from grants being in line with US Government policy. However, the proportion of earnings needed to repay the money is smaller.

Of the four summaries, (a) is clearly unacceptable as a summary and, if not acknowledged as a quotation, it would be plagiarism. Summary (b) is also unacceptable, even if it changes some of the wording in the original. It has very probably been written by copying from the original. The words have perhaps been changed because the student feels obliged to use his or her own words. This kind of copying or 'modified plagiarism' may disguise students' lack of understanding of a subject or lack of ability to express ideas in their own words. By largely following the vocabulary and sentence patterns of the original, (b) fails as a summary, even if it deletes some less important information.

The author of summary (c) attempts to move away more from the vocabulary and sentence pattern used in the original but too many phrases are 'lifted'. This still suggests that the student might not understand the original fully or has trouble putting the content into her or his own words. Only (d) is satisfactory as a summary, for the following reasons:

- It succeeds in conveying the essential information in fewer words, expressing the content of the six original sentences in two.
- It deletes less important information.
- It departs more freely from the vocabulary and sentence patterns of the original.
- It successfully 'combines across' the paragraphing of the original.

Unlike (a), (b) and (c), the successful summary in (d) has very probably been written from *notes* on the original text rather than from the original itself.

**There are various types of summaries you may need to make during your course. Three main types can be distinguished:**

1. It may be satisfactory for your needs to summarize a text in only one or two sentences. A short summary like this may be needed, for example, for the abstract of a short essay or article you have written.
2. A more detailed summary may be necessary. For example, you may need to summarize the entire content of an article you are reading. This is called *global summarizing*.
3. You may need to summarize only some of the information in a text. Such a selective summary may involve the extraction of relevant material from a large body of prose.

Assignment summaries can be extremely challenging to write. A good assignment summary has three principal requirements:

1. It should offer a **balanced** coverage of the original. (There is a tendency to devote more coverage to the earlier parts of the source text.)

2. It should present the source material in a **neutral** fashion.
3. It should **condense** the source material and be presented in the summary writer's own words. (Summaries that consist of directly copied portions of the original rarely succeed.)

Often, instructors will ask for a one-page summary of an article (or maybe a two-page summary of a book). They may also ask for a paragraph-length abstract or even a minisummary of 1 to 2 sentences (as is typical of annotated bibliographies). To do a good job, students must first thoroughly understand the source material they are working with. Here are some preliminary steps in writing a summary:

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.
2. Read the text, highlighting important information or taking notes.
3. In your own words, write down the main points of each section. Try to write a one-sentence summary of each section.
4. Write down the key support points for the main topic, but do not include minor detail.
5. Go through the process again, making changes as appropriate.

### Summary Reminder Phrases

In a longer summary, you may want to remind your reader that you are summarizing:

- The author goes on to say that . . .
- The article further states that . . .
- (*Author's surname here*) also states/maintains/argues that...
- (*Author's surname here*) also believes that . . .
- (*Author's surname here*) concludes that . . .
- In the second half of the paper, (*author's surname here*) presents
- The author further argues that...
- The writer argues/maintains/suggests/claims

Some of the following linking words and phrases may be useful in introducing additional information:

Additionally  
Also

Further  
In addition to  
Furthermore  
Moreover  
The author further argues that...

### **Characteristics of an effective summary**

- The same order of facts and ideas as the original
- Similar wording to the original with occasional phrases exactly the same
- Different sentence patterns from the original
- Additional information, which the original writer omitted but which helps an understanding of the subject
- Simpler vocabulary than the original
- Identification of key points in the original.

### **Important steps in writing an effective summary**

- Read the whole text through once or twice before writing anything down.
- Copy important sentences.
- Ask questions about when the text was written and for what purpose in order to get a more detached perspective on it.
- Find the main idea(s).
- Take notes (or make a mind map).
- When writing your summary, put aside the original text and work from your notes, putting information into complete sentences in your own words.

**Read carefully the following essay and see the ways how it can be summarized/reduced/shortened in one sentence, one paragraph and three-lines summary:**

**Reducing Air Pollution in Urban Areas:  
The Role of Urban Planners**

Recently, increasingly significant problems regarding energy use have emerged. Enormous amounts of pollutants are being emitted from power plants, factories, and automobiles, which are worsening the condition of the earth. This environmental degradation is a clear result of acid rain, increased levels of carbon dioxide (CO<sub>2</sub>) in the atmosphere, and other forms of air pollution.

Acid rain and air pollution, for instance, are devastating forests, crops, and lakes over wide areas of Europe and North America. In fact, in Europe nearly 50 million hectares have been identified as damaged, representing 35% of the total forested area. In the United States, approximately 1,000 acidified and 3,000 marginally acidic lakes have been reported. Since the midcentury, CO<sub>2</sub> levels in the atmosphere have increased by 13%, setting the stage for global warming. As atmospheric temperatures rise, grain output may significantly decrease, making it more difficult for farmers to keep pace with the growth of population. In urban areas, air pollution is taking a toll on buildings and human health.

To reduce the amount of environmental damage in cities specifically, developed countries have devised technology to control the harmful emissions. However, as these countries already have an abundance of vehicles that continues to grow in number, the efficacy of these measures is diminished. Since cars and other vehicles create more air pollution than any other human activity, the most effective means to reduce pollution is to decrease the number of vehicles. A major shift away from automobile usage in urban areas may be possible with the aid of urban planning.

**Yasufumi Iseki**

**Summaries samples**

**One sentence summary:**

According to Yasufumi Iseki, air pollution can be controlled through effective urban planning.

**One paragraph summary:**

Yasufumi Iseki in "Reducing the Air Pollution in Urban Areas: The Role of Urban Planners" states that pollutants are worsening the condition of the Earth as a result of acid rain, increased levels of CO<sub>2</sub>, and other forms of pollution. In fact, 35% of the total forested area in Europe has been damaged, and in the United States, approximately 1,000 acidified lakes and 3,000 marginally acidic lakes have been reported. Since the midcentury, CO<sub>2</sub> levels have increased by 13%. Cars and other vehicles create more pollution than any other activity; thus, decreasing the number of vehicles is the most effective way to reduce pollution. This may be possible with urban planning.

**Three-line summaries:**

1-Yasufumi Iseki states that because cars and other vehicles are the greatest single source of air pollution, a reduction in the number of vehicles in urban areas would be an effective approach to improving the urban environment. This reduction could be achieved through urban planning.

2. Yasufumi Iseki claims that urban planning can play a role in improving air quality in urban areas by prompting a shift away from heavy vehicle use. This will be difficult to achieve because of the overabundance of vehicles in developed countries.

## Course Number 2 :

### Note-Taking Skills<sup>2</sup>

*“What we learn with pleasure we never forget.” —Alfred Mercier*

When you attend a lecture class or an instructor gives you instructions orally, you're expected to take notes. Often, though, no one has taught you how to take notes. You may try to write down everything the instructor says and end up with only bits and pieces of the information. When you realize that you can't possibly record all of the lecture and instruction, you may figure that you can get the material from the book, but often, the instructor covers topics outside the scope of the textbook. So what's next? You may decide to focus only on the most important topics. But what are the most important topics? How do you know where to concentrate your attention when taking notes and what you can leave out?

Taking notes involves active listening, as well as connecting and relating information to ideas you already know. It also involves seeking answers to questions that arise from the material. While, in the whole scheme of your academic career, taking notes may not seem very important, the truth is that reviewing the content of lectures and readings (that is, reviewing your notes) greatly impacts your grades on tests and papers. Therefore, taking notes has a big impact on your success in school.

This course provides you with several note-taking strategies, from listening to clues that help you determine the most important parts of a lecture to revising your notes so that they make sense and become useful study aids for tests. You also see that taking notes isn't just for class lectures but is also useful for recording the key points from reading assignments.

#### **Taking Notes in a Lecture**

In many of your classes, your instructor lectures on or makes a presentation about a topic, usually one that's related to the current subject you're studying. Your responsibility as a student in that class is to take notes so that you can remember the key points your instructor makes. The following sections share the wrong (and often most common way) to take notes, and then help you discover the right ways.

#### **The Wrong Way to Take Notes**

When taking notes, many students try methods that seem to make sense but in reality don't work well. For example, you may try to write down everything the instructor says, but you'll most likely find that you can't keep up. And even if you could keep up, this method doesn't work well because you're functioning simply as a recorder; you aren't really listening to the information and making connections about the information and the subject at hand.

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<sup>2</sup> For Further readings, consult: Shelley, O'Hara. *Improving Your Study Skills: Study Smart, Study Less*. Hoboken, Wiley Publishing, 2005.

You may also try tape-recording a lecture, and while this ensures you have a record of everything that is spoken, a recording doesn't take into account any visuals (maps, diagrams, charts, and so on) the instructor may use in the lecture. Also, when you go back to study, you probably won't have time to listen to each and every lecture all over again, which makes the recording less than useful. Finally, when you're recording, you're not actively engaging in thinking about the material. So strike that method.

## **Listening for Key Information**

When you're listening to a lecture, your goal is to capture the main points, facts, and ideas. One of the first strategies is knowing how to listen for the important information. Your goal is to listen to and think about why the instructor is presenting the information.

- ✓ Why is it important?
- ✓ How might that information be used in your class?
- ✓ How might the information be used on a test?
- ✓ Is this information a basis for other information?
- ✓ Could this information be used as content for an essay?

Instead of writing down everything you hear, think about what the information means and why the instructor is lecturing on that subject. Also, don't worry about what your classmates are recording. You may see another student writing furiously and think you should be also. You should learn to trust your own judgment in taking notes and not worry what other students are doing. When taking notes, also listen and look for clues from your instructor. Instructors often use several methods to stress the important information in a lecture. Consider the following verbal and nonverbal clues that usually indicate important information:

✓ Repeated ideas or themes: Most instructors repeat key information more than once to stress the importance. They may also preface important information by saying something like, "Now this is important" or "Remember this."

✓ Information that's written down on the blackboard, over-head transparency, or whiteboard: When instructors want to stress key points, they often write down key facts or ideas for you to both see and hear. These are usually important.

✓ Concepts that provide a foundation for other information: For example, an instructor may introduce key literary terms or concepts that provide the basis for a literary discussion. Or in a science class, an instructor may stress steps or procedures that are followed in experiments. Take note of these concepts and steps.

✓ Obvious organizational structures: For example, in the introduction to the lecture, your instructor may say, "I'm going to tell you the four main reasons why the United States entered World War I." You note that there are four main points, and then listen for those four points. Sometimes the instructor reminds you of the points, saying things like, "The second reason why. . . ." Or the instructor may write down the main ideas.

Another way an instructor may present a lecture is in chronological order, citing key dates or events. Again, use this structure to follow along, see how one event led to another, and organize your notes accordingly. And if you find a gap in the timeline, ask your instructor to clarify.

✓ **Tangents:** Sometimes, instructors get off on tangents, with a personal story or experiences. While this may make the information more vivid in your imagination, it's not likely to be something the instructor will include on the test. You usually don't have to record any personal stories or material that's off the subject.

✓ **Instructions that tell you what's expected of you during the course:** For example, your instructor may give you information about the timing and structure of tests, due dates and guidelines for papers, and so on. Usually, an instructor provides a handout for this crucial information, but if not, it's up to you to record these details.

✓ **Handouts:** If the instructor takes the time to create a handout, it usually contains the main ideas, concepts, steps, and so on. If the instructor gives you the handout at the start of the lecture, use it to follow along with the key points. If you receive the handout at the end of class, use it to review what the instructor has stressed.

✓ **Web site content:** Many schools now use course-management systems that provide the students with communication and other tools for the course. For example, your instructor may post the syllabus, handouts, and assignments on the course site. Your instructor may also post a copy of lecture outlines or other information helpful for preparing for class and studying for tests. Pay careful attention to these.

## **Getting Tips for Taking Notes**

Even when you know what's important, it can be difficult to transfer all the important points from a lecture onto a page. You can use the following shortcuts to make note-taking easier.

✓ For lecture notes, include the date, instructor, and title of the lecture (if there is one). You may also include the textbook chapter, part, or pages on which the lecture is based.

✓ If the lecture is based on a reading assignment, make sure you've done the reading and, perhaps, even taken notes on the reading. (Taking notes from reading assignments is covered in the "Taking Notes on Reading Assignments" section later in this chapter.) If you know the material from the reading assignment, you'll have a good idea of the structure of the lecture, as well as the key points. This helps you decide what to note and what to let pass. Also, if the instructor's lecture is based entirely on the reading assignment, you can refer to the reading assignment as you take notes. And if the instructor adds facts, concepts, or new ideas or if the instructor disagrees with the reading assignment, these are alerts that you should be paying attention and taking notes on these ideas

✓ If your instructor provides an overview of the lecture, structure your notes in an outline form so that you can understand how the ideas relate. After class, you can (and should) go back and revise your notes if the structure and organization of the lecture isn't clear. (Revising your notes so that they make sense as a whole is covered in the "Organizing Your Notes for Studying" section later in this chapter.)

✓ Instead of trying to record what the instructor says word-for-word put the ideas into your own words. Paraphrase what the instructor says. At the same time, do note key concepts or terms, even if you don't know what they mean. Flag them to look the meanings up later. If you aren't sure of the spelling, make a note (such as, "sp?") next to the term so that you can go back and check the spelling and/or meaning.

✓ You may not be able to get all the details, but seek to get the main ideas, and then leave blanks to go back and fill in the detail. For example, if the instructor is talking about the five events leading up to the Civil War, it's more important to write down the events than make complete descriptions of each event.

✓ Add your own thoughts about what the information means and how it connects to other concepts you've learned in class. Also record any questions you have (or questions you think the instructor may ask on a test based on the lecture content). For example, in a lecture on Shakespeare, you might discover and note, "I think this theme also occurs in Richard III."

✓ Use abbreviations for common words and you can also use your own abbreviations, as long as you remember what they mean. For example, you might use "pt" to mean point. And you can shorten names to initials. For example, rather than write Napoleon Bonaparte every time, you can write "NB" or just "N."

✓ Leave out time-consuming words like "the," "in," "for," "be," "are," and so on.

### Common Abbreviations

Some common abbreviations include the following:

- ✓ w/ (with)
- ✓ w/o (without)
- ✓ b/c (because)
- ✓ @ (about)
- ✓ = (equals)

You can also use your own abbreviations as long as you remember what they mean!

✓ You don't have to use complete sentences. For example, you may jot down "Halle Berry = first actress of color to win Best Actress Oscar."

✓ Use a graphical structure for your notes (for example, indenting lines, drawing arrows, using bullets) to show how information is related.

## Taking Notes on Reading Assignments

In many classes, the lecture is based on content from a book. For example, in a literature class, you need to read the novel or play or poem first so that you can follow along with the

lecture. In a history class, you need to read the chapters about the end of the Cold War so that you can better understand and follow the lecture on this topic.

Instructors don't always cover only the information from the book. Often, they add other facts because an instructor who simply lectures from the book makes for a pretty boring lecturer. The best lecturers bring in other concepts and show how concepts relate to other events or trends or ideas. They help you build connection and see relationships among the topic at hand and the world at large. That's why it's important that you take notes on lectures (as covered in the preceding sections).

In addition to lecture notes, you should also take notes on any reading assignments. Doing so will help you find and note the key ideas in the reading materials. Taking notes on a reading assignment ensures that you are really understanding the information rather than just skimming over it. Having these notes will come in handy when you need to prepare for a test or compose a paper. The following sections give you tips on how to best take notes on your class reading assignments.

## **To Highlight or Not To Highlight**

You'll find differing opinions on the usefulness of highlighting. It's true that if you indiscriminately highlight entire passages (maybe even the whole book), the highlighting won't help much when you go back to review the main concepts. Also some anti-highlighters say that highlighting makes for passive rather than active reading. This is similar to jotting down everything the instructor says but without making sense of it yourself. Personally, I like to highlight (as do a lot of instructors and students), but when highlighting, it does make sense to do so judiciously. Consider these guidelines for highlighting:

✓ Focus on the main point—and that may not be the entire sentence. It's perfectly okay to highlight only key terms or parts of sentences. In fact, you may get a better sense of the main idea of a paragraph if you highlight a string of words (excluding extraneous information) that lets you glean the main idea at a glance.

✓ Consider reading the entire paragraph, and then going back and highlighting the important words and ideas. If you highlight from the start, you may not be sure of the paragraph's purpose and how to best capture that purpose or idea with your highlighter.

✓ Don't make highlighting more complex than it needs to be. Some students use several colors of highlighters to call attention to different types of information. This is overkill and is likely to add confusion (rather than clarity) when you do review this information. Also, this makes taking notes more time-consuming.

✓ If you buy a used textbook or other reading material, look for one with little or no highlighting. It's hard to ignore the previous owner's highlighting.

## **Making Notes in Your Textbook**

You may have grown up with admonition to never write in a textbook or novel, but that changes as you progress through higher levels of school. And yes, marking in a textbook can affect its resale value, but it can also help you review information and note your thoughts as you read the material. If you're adamant about keeping your textbook free from markings,

consider keeping a reader's notebook, in which you can cite the page and passage, and then record your thoughts in this notebook.

The purpose of notes isn't so much to remind you of what the passage or paragraph says but to record your ideas and questions. What do you make of this point? Does it relate to something you learned earlier in class (or in another class)? Look for ways to connect what you're reading to what you've read in other places in that textbook or in other course books or classes. Also consider jotting down questions you have, especially if you don't understand a word or a concept. You can then either ask the instructor for clarification or research the idea on your own. Most instructors welcome questions; it shows that students are engaged in the learning process. So in both lecture and reading notes, you may want to record any questions you have for the instructor:

- ✓ You may need more information to better understand the reasoning behind a concept.
- ✓ You may wonder how one event related to another event.
- ✓ You may, at times, even ask whether certain information is important. (Some instructors tell you that certain material will not be on the test, for whatever reason.)

### **Recording Reading Notes in a Notebook**

If you don't want to mark up your textbook with questions or you don't have room enough in the book to jot down your thoughts and ideas, consider keeping a reader's notebook to record your notes, questions, and comments. As the following section discusses, it's a good idea to rework your notes from both the lecture and reading into an easy-to-scan format. Doing so organizes the information and stresses the important facts so that you can use this information for studying for tests, finishing homework assignments, or writing papers.

Even if you write notes in the book itself, you may also use a reading notebook. You'll have more room to record your thoughts and any questions you have. You'll also have space to draw connections from one section to another. Like jotting notes, comments, and questions, you may also jot down the main ideas, especially to help organize the information. The headings and subheadings in a chapter can help you see how the information is related and its relative importance to other concepts in the chapter, and you can note this in your notebook. You might include the headings in the notes, or organize the notes in an outline format that follows the chapter organization. You can also flag any charts, diagrams, pictures, illustrations, or other art work that concisely summarizes material and shows its relevance to other material. You can note the page number of the illustration or flag the page with a Post-it note.

### **Organizing Your Notes for Studying**

You take notes from lectures and readings for a purpose: to study from them or to use them to complete an assignment (such as a paper, for example). While you may think at first that reading and attending class is just busywork—a waste of your time—if you put the effort into good note-taking, you'll see how much easier it is to study for upcoming tests or other

assignments. There's one last step for note-taking and that includes reviewing and, if needed, reorganizing your notes so that they are easy to use for studying.

When you're preparing for a test, you have many resources to study from: lecture notes, textbook readings, and any notes from your reading. Often, these overlap. Or one element (like lecture notes) provides an overview, while another element (the textbook) provides the necessary details.

Rather than studying from all these various sources, consider getting into the habit of reviewing and reorganizing your notes into one comprehensive, organized, concise, and complete set of notes. The end result not only helps you better prepare for the test, but the actual act of compiling, arranging, and reviewing the notes also acts as an effective method to help you see connections and create a complete picture from disparate parts.

## **Compiling Your Notes**

You can use any number of methods to create a review sheet. Consider some of the following:

✓ Type up your notes from the various sources, putting "like" information together. Ideally, you want to review your notes soon after the class and fill in any gaps.

✓ Create an outline of the key points, and then fill in the details under the main and sub-points.

✓ Use a two-column grid. On the left hand, write questions you have (or questions you think may be asked). On the right hand side, briefly list the answers to the questions. If you use a column method to list questions, but don't know the answer, flag areas where you need to do more research in the left column, you can then find the answers either in your textbook, from your instructor or in a study group.

✓ Use visual mapping methods to record the main idea and then show how other themes, concepts, and facts relate and tie together with this subject area. A visual map is like a graphic outline; you write the information in a way that illustrates how the ideas relate. For instance, you usually start with a main idea written in the center of the paper. You then add key facts to the main idea, using lines to connect them. For the key facts, you can add other supporting information underneath or connected with lines.

## **Sharing and Comparing Notes with Classmates**

One helpful way to study for tests or review content is to create and work with a study group. If you're in a study group, compare notes among your group to see whether you missed anything. You can even take turns condensing and organizing the notes from a lecture into a study sheet for the group.

If you miss a class, get lecture notes from a classmate. Ask someone in class that you know takes good notes or e-mail other students in the class to ask for a copy of notes. You may in fact want to get a few sets of notes instead of relying on just one other student. Also, check your course Web site (if you have one) for lecture outlines or forum discussions about a topic.

## Recognizing the Benefits of Taking Note

You know the *Hows* and *Whys* of note-taking. To end this chapter, read the following list of reasons why taking notes is so important.

- ✓ Taking notes helps you better understand the concepts and reinforces your learning and understanding. This, in turn, improves your ability to remember the important aspects of the topic
- ✓ Effectively taking notes (instead of just writing down every word) helps you look for meaning, patterns, connections, and relations among concepts in this class as well as in other classes. These are skills that are critical as you progress through school. For example, in college, it's expected that students have some idea of how to find meaning, look for patterns, and connect information not only within a particular course but also to other courses.
- ✓ Taking notes in class can help you concentrate instead of day- dreaming!
- ✓ Good notes improve your chances of getting good grades on tests and assignments.

### Note-Taking Strategies:

To write effectively you must be able to make effective notes (both of source material and of your own work). You must be able to recognize main or relevant ideas in a text and be able to reproduce these in note form.

Generally speaking, notes from a text are taken for two reasons:

- As a permanent record for later reference
- As relevant or important points to include in your own written work.

When students have to take notes from a book or article, the end product is too often a piece of continuous prose. Sentences or phrases are copied from the original, often with some deletion of less important material. In exceptional cases, such copying may be necessary (especially when a large amount of concentrated detail from the original is required or when the original writer has expressed ideas so well that they might be suitable for quotation). However, in general, it is not desirable, firstly because plagiarism must be avoided. It is important when you are extracting ideas from a text that you do not use the words of the original or 'lift' chunks of language verbatim (i.e. copying long sections word for word). This is known as plagiarism. Plagiarism is the use of other writers' words or ideas without proper acknowledgement; in other words, literary theft. You must re-express the ideas in your own words. (At the end of this unit, Tasks 10 and 11 draw attention specifically to avoiding plagiarism and focus on how the content of a text may be incorporated into your writing in an acceptable way.) There is also another important reason for avoiding copying from your source when taking notes. Copying can easily prevent a true understanding of a text, especially if you have some language problems.

You may already be an experienced note-taker in your own language. The next section may still be useful to you, however. It includes several suggestions in the following areas to facilitate note-taking:

1. Selective note-taking
2. Identifying main purposes and functions - global note-taking
3. Identifying main and subsidiary information
4. Using symbols and abbreviations
5. Producing a diagrammatic 'skeleton'
6. Adding to the 'skeleton'
7. Mind maps
8. Note cards.

### 1. Selective Note-Taking

It may be that only parts of a text are relevant to your needs and attempting to take notes on all of it will only waste time. In this case, you will have to decide what to *edit in* and what to *edit out* by reading through the text and noting down clearly which parts of it you will need to take notes on. If the text is your own property, it is useful to highlight these parts by underlining or using a highlighter pen.

### 2. Identifying Main Purposes And Functions of A Text - Global Note-Taking

Whether you require partial information from a text or need to take notes on all of it, identifying its main purposes and functions will be indispensable. Reading the title and introduction of a text should give you an idea of both.

### 3. Identifying Main And Subsidiary Information

When reading the main body of a text you will have to look for indicators of important information that you will want to note down. The easiest type of writing to follow is that in which factual information is presented in a *linear* form. There is little difficulty in identifying a sequence of events or points or the stages of a process, especially when they have been indicated by markers such as *First... Secondly ... Next... Finally ...*

### 4. Using Symbols And Abbreviations

A combination of symbols and abbreviations may help in note-taking from written sources. They are indispensable in taking notes from a lecture where speed is essential. It is important to be consistent when using symbols and abbreviations.

Below are some suggestions which are commonly used and which you could incorporate into your own note-taking:

Common abbreviations, many of them abbreviated Latin terms. For example:

- c.f. (*confer*) - compare
- e.g. (*exempli gratia*) — for example
- etc. (*et cetera*) — and others, and so on
- i.e. (*id est*) - that is to say, in other words
- NB (*nota bene*) — note well
- no. (*numero*) — number

diff - different

govmt — government  
nec — necessary  
tho' — although...

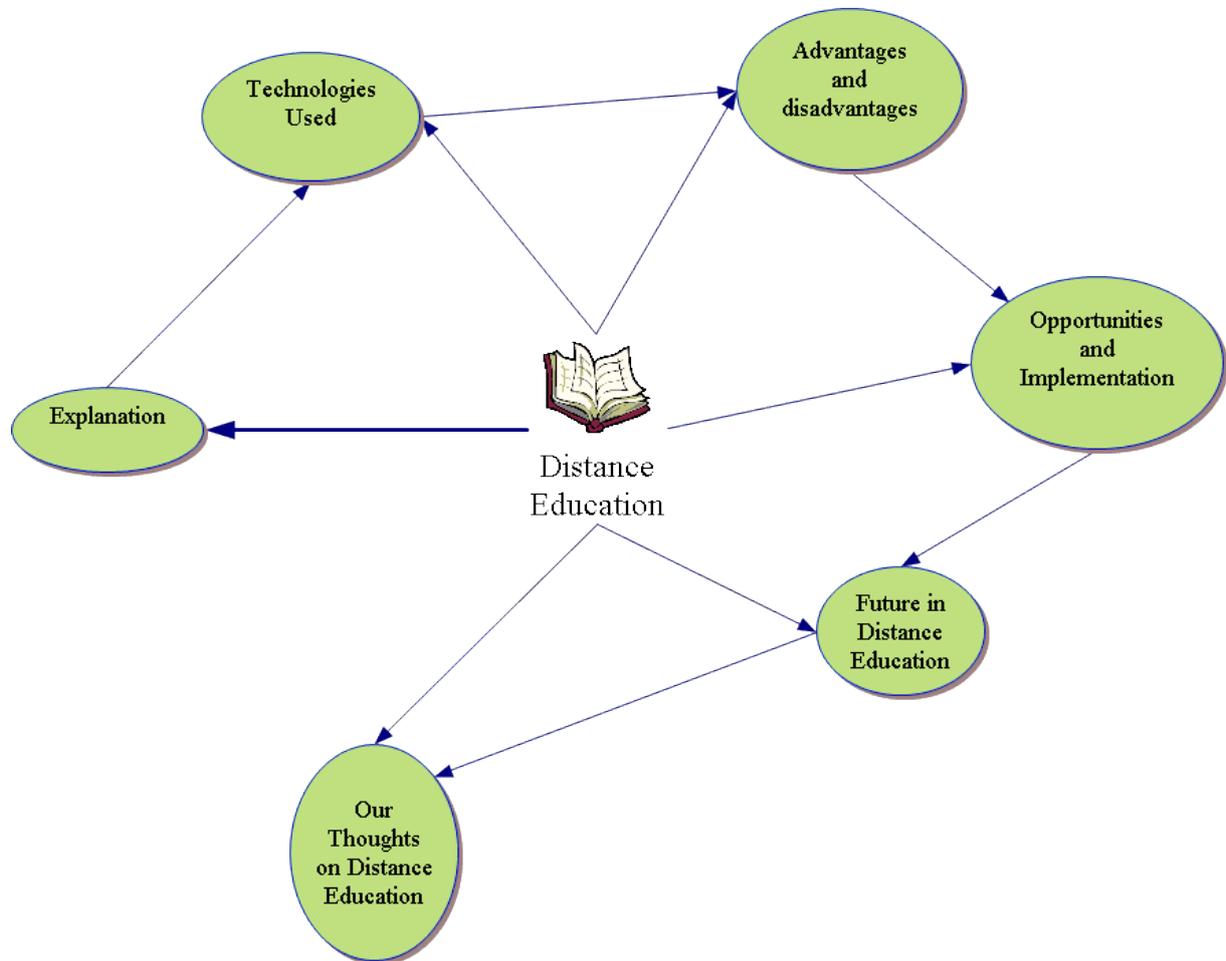
### Symbols for note-taking are as follows:

- = equals/is equal to/is the same as
- ≠ is not equal to/is not the same as
- ≡ is equivalent to
- ∴ therefore, thus, so
- ∵ because
- + and, more, plus
- > more than, greater than
- < less than
- less, minus
- gives, causes, produces, leads to, results in, is given by,  
is produced by, results from, comes from
- ↗ rises, increases by
- ↘ falls, decreases by
- ∝ proportional to
- ∦ not proportional to

### 5. Producing A Diagrammatic 'Skeleton'

You may take notes in a linear form, as in the example on the text about cameras above. However, employing a diagrammatic 'skeleton' to accommodate essential information is useful for two reasons.

It can help to clarify your own understanding of the text and it makes it easy to add information later. This may be highly useful when the information that you require is presented in a *non-linear* form in a text. The example below is again based on the text about cameras you saw above: the layout should be far easier to follow than a page of dense prose. (See example below).



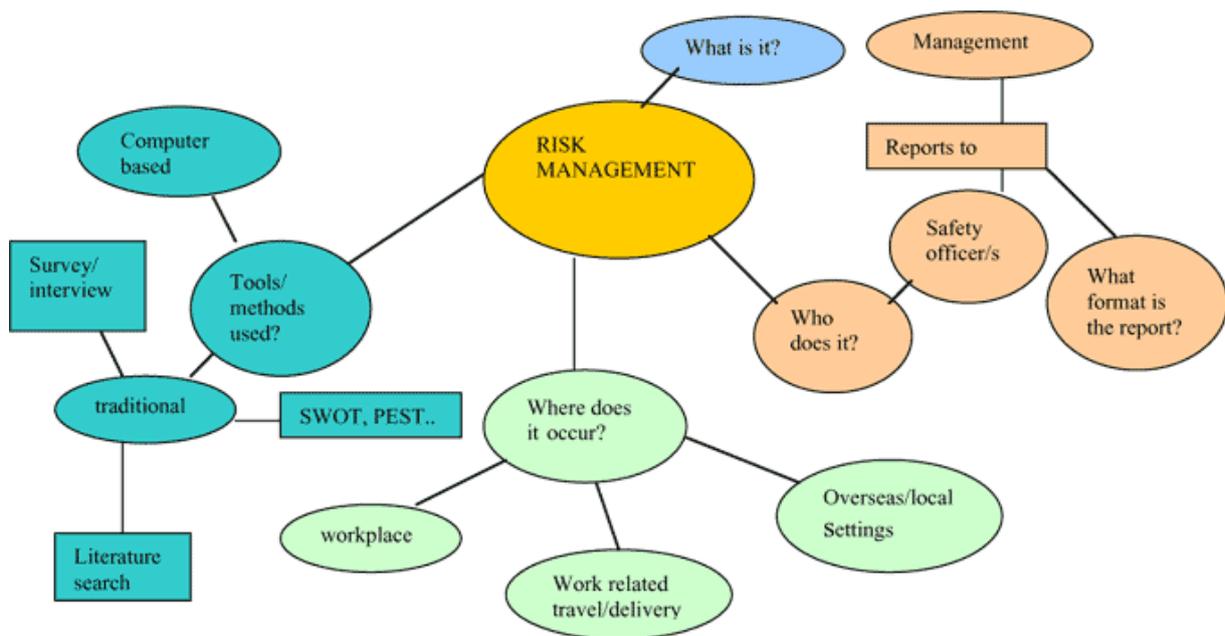
## 6. Adding To The 'Skeleton'

When you have noted down the essential information, you can then add to your 'skeleton' with details that are less important or even quotations if necessary. It is therefore important to leave enough space for additional information. Your completed notes are then ready to be referred to in your work or used as the basis for a summary (see next section). In principle, a brief summary (e.g. the abstract of an article) will contain information drawn only from the essential 'skeleton', while a more detailed one may include some less important information too. Deciding what is less important, particularly when

there is a lot of detail, is not always easy, but remember to consider how much detail *your* specific needs are likely to require.

## 7-Mind Maps

An alternative way of setting down information is to use a 'mind map'. In this case, you write down the central fact or idea in the middle of the page and connect it to other facts or ideas, represented concisely by using 'key words'. A 'key word' is one that is sufficient for you to remember information. If you need detailed information, this technique may be inadequate. However, for the purposes of practicing putting ideas into your own words and avoiding plagiarism, its use is highly recommended. (See below example).



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## 7. Note Cards

Note cards can be used to record important or interesting information. When preparing for a specific research project, it is useful to record one point per card, using one side of the card only.

**Hughes and the  
Harlem Renaissance** Source #2

The increased interest in African American culture and art during the Harlem Renaissance greatly affected the popularity of Hughes' poetry.

Page 21

**Hughes' Influence  
on America** Source #1

Hughes' poetry impacted American thoughts on literature even after his death.

Pages 16-18

**Hughes' Upbringing** Source #5

Hughes was a true product of the city, having grown up in the neighborhoods of Harlem.

Page: 145

**Hughes' Poetry** Source #2

Hughes' poetry could be political or personal, emotional or detached.

Page: 172

## Course Number 3:

### How to Paraphrase Effectively

#### General Rules for Paraphrasing

##### Do:

- Make sure you understand the meaning and intent of the original.
- Use your own words and sentence structures.
- Use roughly the same number of words as the original.
- Identify the source (i.e., author and page number in MLA style) within the text.
- Borrow exceptional words or phrasing from the original by quoting exactly.
- Enclose quoted words and phrases in quotation marks.
- Retain the original tone (i.e., humorous, somber, angry).

##### Do not:

- Interject your own views.
- Change or distort the meaning or intent of the original.
- Leave out significant information.
- Quote large sections that could be rephrased.
- Guess at the meaning of the original.
- Present paraphrased material as your own.

#### What is paraphrasing?

Paraphrasing is taking someone else's words and putting them into your own words—but without changing the original meaning. The original text might be an idea, opinion, fact, or research data. No matter what you borrow and put in your own words, you must cite it and use new wording.

Revise the original completely in your own words. You must rewrite the original author's words, totally changing the words and structure. Don't just make minor changes! If your version is too close to the original, that's plagiarism.

Paraphrasing is not the same as quoting. When you quote, you repeat the author's exact words, and you show this by putting them in quotation marks. When you paraphrase, on the other hand, you use your own words to talk about the author's idea, and you don't use quotation marks. But, no matter whether you're quoting or paraphrasing, you always need to cite the source.

There are consequences to this stuff, you know. Using paraphrases correctly or incorrectly greatly affects your writing as a student. Paraphrasing incorrectly leads quickly to plagiarism. And if you plagiarize, it can lead to failing an assignment, failing a class, or being expelled from school. Even though plagiarism might seem like a quick fix when you're

running late, it can lead to much more work over the long term. Even unintentional plagiarism can still have the same results.

There are some good consequences that come from paraphrasing, too. Good paraphrasing, with citations, will show your teacher that you are doing the hard work of researching, understanding, and communicating about the things you're learning in your class. Paraphrasing is one way that you can make a strong argument, and, in turn, earn respect for the work you've done.

Paraphrasing allows you to show that you understand the information from the original source. Quoting can be useful, especially when the wording is especially powerful or unique, but it doesn't demonstrate your comprehension of material as well as paraphrasing does. Paraphrasing establishes that you've read and thought through the information that has already been written about your topic. Paraphrasing shows that you understand the opinions of others and you can explain them using your own words.

It also allows you to apply the information to the claim in your paper. You can emphasize the information that is the most relevant to your topic, or show the depth of detail that will help your audience understand your perspective. After the paraphrase, you can add your perspective on the specific information you paraphrased, stating whether you agree or disagree, and take it even further by giving other sources or personal examples. Remember, though, to specify which ideas are yours and which are the source's by using in-text citations!

Here is a quick example of paraphrasing using a phrase from the paragraph above:

**Sentence:** "Paraphrasing is a very important skill for most English tests."

**Paraphrasing:** "Many tests of English, being skilful at paraphrasing is extremely important."

Notice how the paraphrased version (sentence 2) changes some vocabulary (e.g., "extremely" for "very"), changes the word order (e.g., "tests of English" for "English tests") and changes the grammar (e.g., "being skilful at paraphrasing..." for "Paraphrasing is a very important skill...") These are the three main ways to paraphrase and by combining all of these methods, you can achieve clear and accurate paraphrased sentences. The next sections will look at these methods in more detail.

## Steps in Writing a Paraphrase

1. Read the original carefully.
2. Substitute words and rearrange sentences, asking yourself questions about precise meanings.
3. Check the meaning of your paraphrase against the original.
4. Identify the source you are paraphrasing.

## **Paraphrasing Method 1: Use Different Vocabulary with the Same Meaning**

Most students try to use this method, but actually it can be difficult to use. The reason is that although English has many **synonyms** such as ‘large’ or ‘big’, it is unusual for these words to have exactly the same meaning. So, if you try to use a lot of synonyms when you paraphrase, you might produce sentences that are not natural English. Unnatural sentences are likely to reduce your score more than small mistakes because the reader may not understand what you are trying to say. For example, look at this original sentence and two paraphrased equivalents:

**Sentence: "It can be difficult to choose a suitable place to study English."**

**Paraphrasing: "It is sometimes hard to select an appropriate place to learn English."**

The best advice is to follow the “100% rule” for using synonyms: only use a synonym for a word if you are 100% certain that the new word has 100% the same meaning as the original word. If you are less than 100% certain, keep the same word and use either method two or method three to paraphrase your sentence.

## **Paraphrasing Method 2: Change the Order of Words**

Changing the word order of a phrase or sentence is usually safer than using synonyms because the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved. Also, when you move a word you might need to change some other words, add some other words or cut some other words to **ensure** that the new sentence is grammatically correct. Here are two suggestions for how to change the word order without making errors:

- a. If the original sentence has two or more clauses, change the order of the **clauses**.

**Sentence: "If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult."**

**Paraphrasing: "Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, however, so practice is important."**

- b. If the original sentence has an adjective and noun, change the adjective into a relative clause.

**Sentence: "Writing essays can be a challenging task."**

**Paraphrasing: "Writing essays can be a task which is challenging."**

### Paraphrasing Method 3: Use Different Grammar

It sounds very difficult to use different grammar, but actually it is easier than changing vocabulary. In addition, if you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error, often the reader will not understand what you mean. So, although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible. Here are two suggestions for how to change the grammar without making errors:

- a. **Change some of the words in the original sentence into different parts of speech (you will often need to change the word order and some other words, too).**

**Sentence:** "The most effective way to build your English skill is to study regularly."

**Paraphrasing:** "The most effective way of building your English skill is to do studying on a regular basis."

- b. **If the original sentence is in the active voice, change it to passive or vice versa.**

**Sentence:** "To improve English, you should learn new vocabulary on a daily basis."

**Paraphrasing:** "To improve English, new vocabulary should be learned on a daily basis"

#### Original Source Material:

Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior

**Source:** Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

#### Plagiarized Version

The same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

#### Correct Version

**According to Gredler (2001),** the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled

carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

**Reference:**

**Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.**

## Course Number: 4

### Writing the Extended Essay<sup>3</sup>

#### 1. Choosing a Topic

It may be difficult to select a topic for a piece of extended writing. This may be because the area of study is new to you, or because you roughly know the area you are interested in but are not sure what topic to follow up. Various approaches for selecting a topic are suggested below. You might like to combine a variety of these, assuming you have access to subject specialist sources. Find out what has been done before. You can do this in several ways:

**(a) Refer to your department.**

- Consult a course outline.
- Discuss areas of interest with your tutor/fellow students.
- Browse through previous dissertations of predecessors on higher degree courses.

**(b) Go to a university or college library.**

- Look through some research journals.
- Consult a catalogue and look under specific topic areas.
- Skim through an index to theses accepted for higher degrees by universities in an English-speaking country.

Once you have found out what has been done on the subject it will be easier for you to identify a gap in a well-researched area you are interested in. Now write down a brief title for your essay. It is important for you to do this before you do more reading as you may have now found which direction to follow. If you do not write the title down, you may feel an area has been over-researched and has nothing more to offer, when in fact an interesting gap in the research exists that you may be able to fill.

#### 2. Collecting Data

If your chosen topic is a new field of study or you have discovered a gap in research, you may find there is a *lack* of literature relating specifically to your chosen area. If this is the case, consider what line of research you should follow.

What problems do you envisage? How far will current literature and research relate to this new area? Will you need to carry out primary research (e.g. experiments, interviews, questionnaires) to support your ideas?

**(a) Discover important sources.**

- Consult your department as to any recognized authorities or important published works.
- Consult a library catalogue for authors who have published books and for collected editions of articles in your area.
- Follow up references in your reading. Familiar references which occur repeatedly in different works will indicate that you are becoming more knowledgeable *and* are recognizing authorities.
- Check in the prefaces or forewords of books for mentions of your topic.
- Be aware of possible rival or alternative hypotheses or interpretations of data.

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<sup>3</sup> For Further readings, consult: Shelley, O'Hara. *Improving Your Study Skills: Study Smart, Study Less*. Hoboken, Wiley Publishing, 2005. p.57

### **(b) Be selective.**

- Only read information which is relevant to your topic. You may only need to read a particular section or part of a chapter from a book. Checking the contents page and the index of a book will help you here.
- Assess the importance of what you read. How reliable are the findings of any research? What is the relevance for your chosen topic? If you are breaking new ground, then in your paper you will need to discuss the reasons for the lack of literature pertaining specifically to your topic area. What areas need to be researched? Are you able to extrapolate ideas from other research or literature to use in your topic area?

## **2. Writing The Paper**

You should produce a balanced, coherent piece of work which compares ideas from more than one source. Ensure that you provide additional comment on these ideas and do not merely present them. Be selective and, where appropriate, use source materials to support or challenge a particular position in your work. Do not worry if, as you write, you deviate somewhat from your original outline. You may have discovered interesting information or developed lines of thought which you had not originally been able to anticipate.

## **3. Writer's Block**

The term *writer's block* is used to describe the condition in which your mind goes blank and you have no ideas, or you feel that you cannot express your ideas clearly. This strikes all writers at some time. It can be interpreted as a healthy sign that you are overtaxing the brain in one particular way and should not be a cause for alarm.

The following hints may help:

- (a) Read over what you have written.
- (b) Try recopying sections of your work. You may find that ideas occur to you while you are doing this. Note the ideas down (even if they are one word only). Try extending the ideas into sentences.
- (c) Relax and do something else. Later you may find that your mind has cleared.
- (d) Move to a different section of your work and try working on it.
- (e) Do something fairly mechanical, such as writing out your contents and bibliography page. You will have spent time productively and given your mind the opportunity to process your ideas.

## **4. Revising**

Revising your work means checking for any improvements that need to be made. You may have to do this one or more times before you write your final draft.

### **(a) Organization:**

- Have you presented your work in the most effective way?
- Is there a logical presentation and progression of ideas or do paragraphs/ sections need re-ordering?

### **(b) Content:**

- Is the content appropriate to the title and the introduction?
- Is there a clear presentation and development of ideas?
- Is all information relevant? Check for any information that may be interesting but is irrelevant to the topic, redundant or repetitive.

- Do you give reasons for the points you introduce?
- Do you incorporate too much or too little supporting information?

**(c) Clarity:**

- Is the reader able to follow your line of reasoning?
- Have you integrated important ideas/sources of information when and where required, and in a clear way?
- Do all sentences/paragraphs have a logical connection with preceding/ following sentences/paragraphs?

**(d) Language:**

- Have you selected an appropriate level of formality (e.g. no use of contractions such as *it's* instead of *it is*)?
- Is your language too complex or too simplistic?
- Is your linguistic referencing too vague (e.g. over-use of pronouns or imprecise vocabulary)?
- Have you kept to the objective structures that characterize academic writing, such as impersonal forms and passive verbs?

**(e) Clear sections:**

- Have you written a clear introduction and conclusion?

**(f) Reference to sources:**

- Have you acknowledged all sources and given clear bibliographical details?
- Have you integrated your material (including any tables and illustrations) clearly and at relevant points in your work?

## 5. Proof-Reading

Proof-reading means checking your work for errors in spelling and style and checking that you have met the format requirements of your subject/department. (a) Features of language use that you should check include:

- Subject/verb agreement
- Verb tense
- The presence of a verb in a sentence
- The presence of a subject in a sentence
- Word order
- Correct word class (e.g. noun, adjective, adverb, verb)
- Punctuation
- Linking words to show logical progression of ideas.

Most students don't like writing. Why? Many don't know how to start and are afraid of the infamous blank page. Others think that some people are writers and some aren't (and they put themselves in the latter category). Some say, "I'm not going to be a writer, so why should I bother?" And finally, lots of students think that they should be able to just sit down and write a paper in one draft, and when this isn't possible, they get frustrated.

This chapter debunks these myths. First, if you have a plan for writing a paper. Second, if you can talk, you can write; writing is telling a story on paper, and everyone can do it. Third, writing is a skill that's critical in every kind of business and career. And finally, writing involves several steps, and after you understand that you don't just sit down and crank out a paper, but instead, break up the process into manageable steps, writing becomes easier.

Everyone can improve his or her writing skills. This chapter defines the criteria for a well-written paper, explains the steps to complete a paper, and provides advice on how you can improve your writing skills.

## Understanding the Paper- Writing Process

While you may think papers are assigned only in English class, many courses require written reports. Perhaps you need to complete a research paper for a history class. Or you may look into new developments in science, writing a paper, for example, on DNA and crime solutions. In geography, you may complete an analysis of a particular country. And yes, in English, you may be asked to review a work and its key themes.

To start, then, the following sections take a look at the different types of writing projects, the steps for completing a paper, and the criteria that define a well-written paper.

### KINDS OF PAPERS

In your academic career, you'll likely be asked to write different types of papers. Most often, your instructor will provide a detailed assignment, explaining the expectations for the assignment. Depending on the goal of the assignment, you may be asked to do any of the following:

✓ **Summarize information:** The most basic type of writing assignment is simply a summary of information. You may, for example, need to summarize the events that led to the Civil War.

✓ **Describe a process:** You may be asked to describe the steps for something. For example, you may have to write a paper explaining how to set up a Web site.

✓ **Review a work.** For reading assignments, you may be asked to critique the work, giving your opinion and backing that up with evidence. For example, you may write a review of *Tom Sawyer*.

✓ **Compare and contrast different items.** Some assignments require you *compare* (describe what they have in common) and *contrast* (describe what's different) two items. For example, you can compare and contrast two characters in a play.

✓ **Argue a point.** Some assignments ask you to find a controversy or problem, choose a side, and then present arguments to support your point of view. For example, you may be asked to argue for or against the death penalty.

### PARTS OF A TYPICAL PAPER

Even though there are different types of papers, most share a typical structure or organization and include the same elements. In particular, expect to include an opening paragraph (including a thesis statement), the body of the paper, any graphical elements, and a summary.

The opening paragraph should capture your reader's interest and present your thesis statement. The *thesis statement* is your opinion; that is, the argument you intend to make in the paper. In addition to identifying this element, the thesis statement outlines the reasons for your opinion.

The bulk of the paper is the called the *body*. Here's where you support the main idea you presented in the opening. The body text is broken up into paragraphs, and each paragraph should be centered on one key idea.

Some reports include graphic elements such as figures, illustrations, pictures, or tables. As the saying goes, "A picture is worth a thousand words." A picture can present the data in a snapshot to the reader. Finally, the paper ends with a summary. The least imaginative summary simply restates the argument.

It's better, though, to end with a bang. Ask yourself, "What does the information you presented mean to the reader? How can the reader use this information in his or her own experiences? What's next?" Use your answers to compose an exciting summary.

## WHAT MAKES A SUCCESSFUL PAPER

Including the various elements in the right order won't necessarily net you a good grade on your paper. And if you just present information that someone else has said, the paper will be mediocre at best. Instead, make a creative statement that's backed up with evidence. A successful paper includes these features:

- ✓ An interesting topic: You find out more about choosing a topic in the "Picking a Topic" section later in this chapter.
- ✓ A unique thesis statement: This is probably the hardest element to master; you may struggle with moving from what someone else has said to summarizing your own opinion.
- ✓ Thoughtful and organized content: Not only do you need to provide adequate information to make your points, but these ideas need to be organized in a logical manner. You can use the "Organizing Your Paper" section for help on achieving this goal.
- ✓ The proper format: This includes not only following the instructions your instructor gave you but also making sure the document doesn't include any spelling or grammatical errors. Turn to the "Revising Your Writing" section for more information on this element.

## STEPS FOR WRITING A PAPER

Now that you know the different elements and criteria for a well-written assignment, take a look at the four basic steps you follow to create any type of paper.

1. Identify your topic. This step not only includes choosing a topic but also involves thinking about what you want to say about that topic.
2. Gather your information. This means finding resources, doing research, and taking notes.
3. Write the paper. This step includes organizing your thoughts and getting them down.
4. Revise and proof the paper. Even the best authors revise their work, and revision doesn't just mean checking for grammar or spelling errors (although this is important). You should also read your work, checking for missing information, awkward wording,

and poor organization. The “Reviewing an Editing Checklist” section near the end of this chapter includes a checklist for reviewing your work.

## FINDING SOURCES

Now that you have a good plan for what you’re looking for, you can set off on your hunt. In doing your research, consider books, magazines and newspapers, the Internet, and other media.

You can search for relevant books at your library. As another option, consider online sources of books, such as Amazon.com, which enables you to display sample pages from some books. You can use this to look at tables of contents, back covers, sample pages, or other parts of books. Using this preview, you can get a sense of the book’s content. Does it contain information you need? You may then decide to track it down at your library.

For some Amazon.com titles, you can even search through a book. For example, suppose you find a title that sounded interesting, but you aren’t sure whether it’s relevant to your idea. If the book is available for searching on Amazon.com, you can find out. Other sources of information include magazines and newspapers. Your library should have current magazines and newspapers, as well as access to past issues. You can see whether any magazines or newspapers cover a topic using online search tools or the *Reader’s Guide to Periodical Literature*.

The Internet is also a rich source of material; it has revolutionized how you do research (among other things). You may be able to find all you need without leaving your home. Finally, consider other types of media, including movies, documentaries, illustrations, fictional work, and so on.

## TAKING NOTES ON YOUR RESEARCH

When you do your research, you can take notes, make copies of pertinent information, and/or print data from the Internet. When you’re including information from another source, a little organization goes a long way. Because you need to cite any information you take verbatim or paraphrase, make sure any such information is connected to a source and that you have complete bibliographical information on that source. Many instructors suggest an index-card method for taking notes and tracking sources. Basically, you complete an index card for each source (with complete information), and then label each source (A, B, C, for example). You then use those cards to write out your research. At the top of the card, you can indicate which source by including its label (A, B, C). Index cards are also useful in organizing the paper’s content (covered in the “Organizing Your Paper” section). You may prefer a different method. For example, you may use legal pads and pens. (If you write on paper, don’t write on both sides. You’ll see why in the “Organizing Your Paper” section.) Or if you have a computer, you may want to type your research directly; this saves your having to retype the research you wrote out by hand. Use whatever method is most comfortable for you.

## CITING YOUR SOURCES

When you’re including someone else’s idea, credit that person. Taking another person’s ideas and presenting them as your own is, known as *plagiarism*, and you not only can get an F for plagiarizing, but you may also be disciplined in some other way (fail the course, for example) or even expelled from school. Most people know to cite text that they have copied

exactly from a source, but you also should cite places in which you paraphrase someone's ideas. (You *paraphrase* when you read someone else's opinion and restate it in your own words.) Note that you don't have to cite historical or scientific facts.

## Organizing Your Paper

Now you probably have a collection of information either on index cards, legal pads, or in a word processing document. What's next?

You may think it's time to sit down to write, but that's like setting off on a road trip without a map. (Sure, wandering is okay for some road trips, but it won't fly for your writing requirements.) Organizing helps you think about what you want to write. It also ensures that you cover all of your points. And when you do start writing, you can concentrate on that (the writing) instead of on the order of the information.

So how do you organize? Well, your research provides the basis for your organization. Ask yourself, "What did I learn? What do I want to say?" You can play around with the ideas by arranging your research. For example, if you have index cards, you can create piles for similar ideas, each one making one main point. After you divvy up the information, you can then organize the piles into a logical order. If you wrote on paper, you can cut up the paper into ideas and do the same sorting as for index cards. (That's why you don't want to write on the back of any page.) If you typed your research, you can rearrange your ideas using the Cut and Paste commands in your word processing program.

If you're having trouble logically arranging your outline, you can think of some typical paper organizations to see whether one would work. Consider any of the following.

✓ **Timeline or chronological order:** This organization structure makes sense if time is an element of the topic (or story). You should, though, avoid saying, "and then, and then, and then." (Think about that scene at the Chinese drive-up in *Dude Where's My Car?*) Also, don't use this organization just because it's easy; a chronological order should be appropriate to what you plan to say.

✓ **Cause/effect:** If your research falls into this pattern ("first this happened, which caused that"), consider a cause/effect approach.

✓ **Problem/solution:** Another common order is to present a problem first, and then detail a solution to that problem.

✓ **Ranked by importance:** If there isn't a pattern to the data, you can arrange the ideas in ascending (or descending) order by importance.

✓ In addition to putting the ideas into order, evaluate your material for each of the main points you want to make: Do you have details, examples, evidence to back up your assertions? If not, you may need to go back and do some additional research.

## Writing

You've brainstormed and have come up with a topic. You've done your research and arranged your ideas. Now it's time to face that blank page. Here's where most students freak, because they don't know what to say. Often, this leads to a paper in which the writer includes other

people's thoughts strung together with a few connecting words. But that paper (and that writing method) is weak.

Instead, you need to take your research and interpret in your own way. How do you do this? Start by quizzing yourself. Ask yourself the typical journalism questions: Who? What? When? Where? Why? How? Think about what makes the topic unique. Summarize why the topic is important. Identify any tension or controversy about your topic. What are the main issues? What are the conflicting sides or the pros and cons? If there is controversy over the topic, decide on what the consensus is and then ask yourself, "Do I agree? Disagree?"

Think about how your topic relates to similar ideas. How does it fit within the overall big picture? Look into how your topic is structured or covered. Consider how your topic has changed or developed over time. Think about what your topic impacts or influences. Ask yourself whether things might have turned out differently for any reason and if so, what the implications of a different turnout are.

These queries should generate your own ideas on the content. You can then sit down and put pen to paper (or fingers to key-board). When you start writing, don't worry about being perfect in your first draft. Just get the words on the paper. Let it flow. Tell a story. Be yourself.

## **Editing**

One of the common assumptions about writing a paper is that good writers can sit down and write a paper in one draft. Not true. Even the best writers revise their work, sometimes multiple times. Editing your paper is what makes a so-so paper good or even excellent. When you first start writing, you don't worry about being perfect. That's because you're going to come back and revise, edit, tweak, correct, elaborate, fix, and check your work. You'll do a detailed edit of the ideas, content, organization, and summary. In addition, you'll proofread your work, checking for spelling or grammatical errors. The following section covers some editing strategies and also provides a checklist for evaluating your work.

## **EDITING STRATEGIES**

One way to review your paper is to read it aloud. Doing so can give you a good sense of the flow. You'll spot places where writing is choppy or where the transition from idea to idea is too abrupt. As another strategy, ask a classmate or friend to read your paper. Have him or her pretend to take the other side and point out the weaknesses in your arguments.

Ask your instructor to read a draft. This is especially helpful if you're struggling with your paper. Your instructor may be able to ask a few questions to get you back on track or help you find research you need to beef up your paper. Consider your school's writing resources. Some schools have a writing center or writing tutors who can help with your writing. If so, these are good places for editing help.

## **REVIEWING AN EDITING CHECKLIST**

When reading for content, consider the following:

✓ Is the topic interesting? Do you open with a strong statement?

✓ Do you argue a unique point in the paper? Make sure the paper isn't just a rehash of what others have said. Add your own unique ideas.

✓ Do you have enough evidence to back up your assertions?

Is any information missing? Make sure that each point you make is well-supported with details. If needed, add any other information that is needed to prove your point or idea to your audience.

Have you included information that isn't relevant? Sometimes, you'll come across a fact or idea that's interesting, but that doesn't really pertain to your topic. Some students want to include all the information they find; after all, it took some work to gather that information. It's much better, though, to sift through and weed out any extraneous information—information that doesn't really relate to the topic.

✓ Do you include the opposing view? Many students ignore the other side's argument for controversial topics, but you shouldn't. Instead, acknowledge any opposing opinions. You can then counter those arguments, explaining why that reasoning is invalid or not applicable.

✓ Do the ideas flow? Are they arranged in a logical order? Do paragraphs transition from one idea to the next? Are the ideas balanced? Look at length of sentences and paragraphs. Your paper is lopsided if you cover one point in great detail (long paragraph) and the rest in short paragraphs.

✓ Are all your sources cited? Did you forget any sources? Most often instructors ask you to follow MLA guidelines for citing works. If you don't have this style guide book, you can find information on the Internet at [www.mla.org](http://www.mla.org).

✓ Did you follow the instructor's style guidelines for font styles and sizes, margins, the title page, headers or footers, and the bibliography or Works Cited page?

✓ Did you check for errors? Be sure to correct any spelling or grammatical errors. Also, don't rely on the grammar or spell checker in your word processing program; these aren't fool-proof, so you still need to proofread your work. If grammar isn't your strong point, find and use a good grammar guideline book. You can spoil an otherwise perfect paper with sloppy grammar. Finally, using your assignment as a guide, check that you've met all the requirements of the project.

## Course Number: 5

### Writing Skills: Incorporating References and Quotations<sup>4</sup> (The Harvard and MLA styles)

#### AIMS

The aim of this course is to ensure that you are familiar with the following skills and to help you become proficient in using them:

- Incorporating references and quotations in a paper
- Paragraph writing
- Writing introductions and conclusions
- Extracting information or ideas from more than one source and synthesizing them into an essay

#### Reporting, References and Quotations

The inclusion of references and quotations in academic work is an important part of your writing, particularly in research work. At the end of the last unit, you briefly considered ways in which this could be done legitimately. We shall now look at this in greater detail. References and quotations should be included for the following two main reasons:

1-They indicate to the reader the range, extent and nature of source materials you have used to support or challenge the ideas discussed in your work. They show you have read up on your subject area and are able to select appropriate materials.

2-They are an acknowledgement that parts of your work are derived from the material of others and indicate how you have developed your particular approach. There are two basic methods of acknowledging source materials: by reporting through paraphrase or by direct quotation. Footnotes are used to provide additional explanations or details of work, have about the idea or information you are reporting and its relative importance to the content of your paper. Therefore, it is important to make sure you are fully aware of the meaning and the level of emphasis of the verbs you choose. You will also find it of value to collect your own examples of reporting verbs from your reading.

#### REFERENCE TO SOURCE

This is similar to reporting except that here the authors' names are given in brackets only and are not referred to directly in the text.

For example:

*Several researchers have testified to the limitations of this method (Koo, 1985; Manson, 1961; Watkins, 1979).*

*A previous report (Blake, 1977) indicates the importance of such prior knowledge.*

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<sup>4</sup> For further readings, consult: John, Trzeciak and S.E, Mackay. *Study Skills for Academic Writings* (New York: Prentice Hall Europe, 1994)

Note also the example in the second sentence of the extract in the short task above. Again, full details of the work of authors mentioned should be given in the bibliography.

## DIRECT QUOTATION

It may be desirable to quote the original author's exact words. If you do so, keep the quotations as brief as possible and only quote when you feel the author expresses an idea or opinion in such a way that it is *impossible* to improve upon it or when you feel that it captures an idea in a particularly succinct and interesting way. For example: *The audio-lingual approach to language learning is summed up succinctly by Alexander (1968): 'Listen before you speak, speak before you read, read before you write'*. Direct quotations (i.e. using the *exact* words of another author) are used in the following instances:

- When the wording of the original is particularly pertinent to an idea you are discussing and cannot be improved upon
- When you wish to quote an accepted authority to support a line of argument
- To avoid any ambiguity or misrepresentation of source material. When you are using a direct quotation of a single phrase or sentence, single quotation marks should be used around the words, which must be quoted *exactly* as they are in the original. However, note the following:
  - You may wish to omit some of the author's original words which are not relevant to your writing. In this case, use three dots ( . . . ) to indicate where you have omitted words.
  - The material quoted may already contain a quotation. Here it is necessary to change the single quotation marks ( ' . . . ' ) in the original to double quotation marks ( " . . . " ) to indicate that these were the author's quotation marks and not yours. Apart from the changes in quotation marks mentioned above, you should reproduce exactly the punctuation and spelling of the original. Longer quotations, of more than three lines, should be indented as a separate paragraph with no quotation marks, as in the following examples.

Occasionally, even longer quotations may be desirable. In such cases, you should be careful to preserve the paragraphing of the original. It is essential to acknowledge any material quoted directly or indirectly. Be careful to use borrowed material sparingly and selectively. The indiscriminate use of quotations is as bad as a lack of them. You will certainly not make a good impression by submitting work which is full of quotations.

## FOOTNOTES

Footnotes are used to provide additional explanations or details of work by other writers referred to in the main text. They are generally indicated by a raised number at the end of the sentence to which reference is made. Look at the three examples, numbered 29 - 31, in the text in the short task above. There are two generally accepted systems of footnotes. They may appear at the bottom of the page to which they refer, in which case they are usually separated from the main text by a ruled line. Alternatively, they may be found at the end of a piece of work (in a book, this could be the end of a chapter or the end of the book). Normally, such

information placed at the end of work is given the heading 'Notes'. You should consult your department to find out which convention is preferred.

Look at the following example from the bottom of the page of a text:

Fernando Pessoa sought to resolve the tensions in his personality by breaking his poetic self down into four different authors.<sup>1</sup> In adopting such a path, he was clearly echoing Keats's famous observation that 'the poetic character ... is not itself – it has no self ... A poet is the most unpoetical of anything in existence; because he has no Identity – he is continually informing and filling some other Body...'.<sup>2</sup>

<sup>1</sup>Each of these four authors wrote in a way which the other three were unable or not permitted to.

<sup>2</sup>John Keats, 'A Letter to Richard Woodhouse', 27th October 1818, in *The Letters of John Keats* (ed. H. Buxton Forman), London: Reeves and Turner, 1895.

In the above example, the two footnotes relating to the text on the same page are placed at the foot of the page. They could equally well be placed at the end of the chapter or whole piece of work in a section entitled 'Notes'. More recently published material tends to favor the latter convention. It is particularly desirable if there is a large amount of additional material.

## 1 What is academic integrity?

Your tutors set great store by academic integrity. Two essential ingredients of this are plagiarism and how you reference your written work. They are closely linked as you will see by exploring this chapter. Referencing your work properly will substantially ensure that you are not accused of plagiarism.

However, some students are genuinely unaware that they have plagiarised work because they do not understand what plagiarism is. It is much easier nowadays to inadvertently fall into the trap because of the ease of access of information. Andrew Hammett, the principal of StrathclydeUniversity, stated that many students are part of the 'Google Generation' (Hammett, 2006), which results in the authorship boundaries being blurred and could lead to more frequent instances of plagiarism. Academic integrity is a code of practice which is strongly adhered to in any type of academic writing or exposition. It relates not only to essays but to PowerPoint presentations, examinations, dissertations and theses.

# Referencing your work

Referencing your work accurately is a means of demonstrating the ownership of information. It is also a way of showing off the background reading which you have conducted in order to formulate your ideas on a subject.

Citing references provides your tutor with confirmation that you are aware of what is going on in your subject and the research field. Thus, it has a positive effect if it is carried out properly. Referencing is complicated because there are three different systems which, are closely related to one another:

- \_ Citations within the text (in-text citations)
- \_ References: a reference list at the end of your essay
- \_ Bibliography: a list at the end of your essay.

In-text citations are short but are linked to the reference list or bibliography at the end of your essay. The latter should provide the full information about the item which has been cited within your text.

## Is a reference list different from a bibliography?

A reference list and a bibliography serve similar purposes. Some departments use the two terms interchangeably and make no distinction between the two. Some departments have a preference for one or the other, while some departments like to see both included at the end of your work. You must check your department's guidelines about this.

A **reference list** is a full and accurate description of all of the citations which are found in your text. Some departments prefer these to be listed chronologically. Thus, each item in the list is in the order in which it occurs in your text. This means that it is **not** alphabetically presented but rather the items appear in a numbered list which is cross-referenced with each in-text citation. However, many departments ask students to prepare 'references' at the end of the essay, and these are formatted in alphabetical order.

A **bibliography** has a different purpose. It contains an alphabetical list of **all** the books, articles, Internet information, etc. you have used in the process of formulating your ideas and thoughts about the subject. Not all of the items in this list will be given an in-text citation. For example, you might have read a chapter in a book to help you understand a difficult concept but you have not used this as a specified citation in your essay. In a sense it is a hidden resource which has helped in the accumulation of your knowledge.

## In-text citations, references and bibliographies

Why bother?

These can be used to good effect and can give your writing the academic integrity it needs.

1. They give the reader of your text the opportunity to read the original source for themselves.

2. They provide a record of what you have used in your piece of work, so that you can easily find it in the future – there is nothing worse than knowing you once found something **really** useful, but you cannot remember where to find it!
3. They give authority to what you are writing and are an excellent way of strengthening your point or argument – if you are making reference to other people’s research, it shows you are not just ‘making it up’.
4. You avoid the risk of plagiarism. By giving your information sources, you are making it clear that you are not pretending that someone else’s work is yours.

5- It is only courteous and polite to acknowledge the work of another person.

## When should you use them?

Here are some possible answers:

1. When you have quoted directly from someone else’s work.
2. When you have paraphrased the work of another author, rather than quoted directly from them.
3. When you have referred to previously published work of your own.
4. If someone’s work or ideas are the source of a particular theory, argument or viewpoint.
5. When you have used specific information, e.g. statistics or case studies.
6. When you have used something as background reading, but where it still has influenced your thinking towards your piece of work.

## How to present citations and references

The key purpose of any citation and its corresponding reference is to enable you, or someone else who is reading your work, to identify and locate the original text. So, be accurate and give full details. There are a variety of different conventions for the compilation of in-text citations and references for bibliographies. Two of the most common are the Harvard system and the British Standard Numeric system.

### In-text citation rules

#### 1- The Harvard system

The Harvard system is the most commonly used. In this system in-text citation must contain the author’s name and the year of publication together with page numbers if a direct quotation is used. For example: Price (2006) states that ...

In a recent study, Price (2006, p. 21) demonstrated that ‘memory capacity and storage are often overloaded by competing, simultaneous operations’ ...

## The British Standard or Numeric bibliography

The British Standard or Numeric bibliography allocates a number to each citation and uses footnotes with numbers for references in the text. This is used often by the Humanities.

### What information is needed for referencing?

For each reference that appears in your reference list or bibliography you must record specific pieces of information. It is vital, therefore, that you get into a routine of noting down this information in a safe place. This will be dealt with later in this chapter. The presentation of the information has to be carefully punctuated, and the source of your information will have a different method of presentation. However, the main details that you need to collect are:

- \_ Author's or editor's surname and initials
- \_ Title, with any sub-titles
- \_ Year of publication
- \_ Edition if other than the first
- \_ Location of the publisher
- \_ Name of the publisher
- \_ The name, volume number, part number and pages of the journal
- \_ for electronic resources, the web or e-mail address.

The remainder of this section contains information and examples of how to record a wide range of resources and draws upon the Harvard system because it is the most widely used. You may choose to practice creating references for the types of resource that you feel you will need to use in your studying. The most common sources for students are books, chapters from edited books, journal articles and websites.

References to books should include the following details:

Author's name and initials

Year of publication, in brackets

Title of the book, underlined or in *italics*

Edition, if other than the first

Place of publication

Publisher.

For example, **Smith, P. and Jones, W. (2006) *The Art of Academic Referencing*, 2nd ed. London, Made-up Publishing.**

### Chapters from edited books

Some books contain chapters written by a number of different authors.

These books will have an overall editor who has compiled the book. You should include the following details:

name and initials of the author of the chapter

year of publication, in brackets

title of the chapter,

title of the book, underlined or in *italics*

edition, if other than the first  
place of publication  
publisher

page numbers of chapter.

For example, Smith, P. (2005) 'The role of punctuation in referencing', in Smith, P. and Jones, W. (2006) *The Art of Academic Referencing*, 2nd edn. London, Made-up Publishing, pp. 56–72.

Note that the main source, i.e. the book into which you have dipped, is still the part which is in italics **not** the name of the chapter.

### **Journal articles**

References to journal articles should include the following details:

Author's name and initials  
Year of publication, in brackets

Title of the article (not underlined or in italics)  
Title of the journal, underlined or in *italics*  
Volume no. and (part no.)  
Page number(s)

For example, **Price, G. A. (2006) 'Creative solutions to making technology work: three case studies of dyslexic writers in Higher Education', *ALT-J Research in Learning Technology*, 14(1), 21–28.**

### **Electronic information**

There is a wide variety of types of information which you might use from electronic sources. The main ones are:

- \_ Internet pages (Uniform Resource Locators or URLs)
- \_ Articles in electronic journals
- \_ Electronic books
- \_ Articles in Internet journals
- \_ Photographs and images
- \_ Information from your department's virtual learning environment, e.g. Blackboard
- \_ Online newspaper articles
- \_ Personal e-mail correspondence (with a leading researcher, for example)
- \_ Course discussion board information

## **Punctuation of citations and references**

There is nothing more irritating to your tutor than to have to correct incorrectly punctuated citations and references. It is imperative that you are meticulous in this to maintain your academic integrity. It is also important to ensure that you do not lose vital marks because of silly errors, omissions and lack of proofreading. The examples above provide you with the

correct punctuation so it is worth spending a bit of time looking carefully at these and using them as templates for your own work.

## In-text citations

Short quotations – single words or short phrases – are included in the body of your text and brought to the reader’s attention by single inverted commas. For example,  
**Price (2006, p. 21) intimated that a person’s capacity, the ‘cognitive resources’ are significant ...**

Longer quotations are best delineated from your text by placing them in a separate, indented paragraph. The reader is alerted to the fact that you are going to use someone else’s words by a colon. For example:

The centrality of using language in particular ways in subject disciplines is at the heart of the sociolinguistic theory relating to discourse:

*The student who is asked to write like a sociologist must find a way to insert himself into a discourse defined by this complex and diffuse conjunction of objects, methods, rules definitions, techniques and tools ... In addition he must be in control of specific field conventions, a set of rules and methods which marks the discourse as belonging to a certain discipline.*

**Ball et al. (1990), p. 357**

Note that the quotation was taken from a book by Ball *et al.* ‘*Et al.*’ is Latin for and all of the rest. This is a shorthand method of referring to a number of different authors. Note also the punctuation of this. If you have paraphrased information and ideas which are related to your reading of a specific author, you can strengthen your statement by letting your tutor see that you have read a relevant text. It is important to note where this is located in your text in order to avoid confusion. For example, *Expert writers need to be able to multi-task when they are drafting their ideas (Price, 2006). They have to draw upon ...* Notice that the full stop does not come until after the brackets, thus indicating to which sentence the reference is related.

## **How do I cite and make reference to something which is referred to in a book or chapter which I have read?**

These are called **secondary sources**, and the rules for dealing with these are slightly different. The important thing to remember is that you are showing, by your citations and references, which sources you have actually used. If a secondary source is not properly identified it will be taken that you have read the original text or research – which clearly you have not. This would be less than honest.

In-text citation:

**According to a study by Smith (2001, cited in Jones, 2005),...**

When you transfer this into your reference list or bibliography, you can only include the Jones (2005) reference because this is the only one which you have actually read. You have not read

Smith's original research but rather Jones's interpretation of it. Thus, Smith is a secondary source.

### **Do I have to keep repeating a citation from the same book?**

If you have used the same reference on a number of consecutive occasions in your text then a way round this would be to use the Latin term **Ibid.**, which means 'from the same place'. However, it is often not used with the Harvard system.

### **What if I want to refer to a number of books by one author?**

One method of getting around this with your in-text citation is to use the Latin term **Op. cit.**, which literally means 'in the work cited'. It is often used to refer to the work of the same author which you have last cited. However, it is often not used with the Harvard system.

### **Bibliographic reference management**

Remember that your bibliography should include all the resources you have used to complete your assignment. This means both resources you have referred to in the text of your document and also relevant background materials that you have used, but not necessarily discussed. It is essential that you keep meticulous records. A little time spent recording the details of a book, a chapter, an article or an electronic reference will be time well spent.

What advice would I give to future students? It's simple. Keep a record of everything you read in the proper format so that you can use it for your written work. I know my tutors kept impressing on us the need to do this but you know how it is. I was in a rush, didn't think I had time to get out my list and update it. I was convinced that I would remember the reference anyway. So what happened? Yes, when it came to using the reference for my essay I didn't have the correct information. I could not believe how much time it took me to find that one single reference.

**Natasha, third-year Fine Arts student**

Natasha's advice is so important if you want to become an efficient student and prevent the disproportional amount of time it takes searching for vital references.

There are different ways of recording your information and much depends upon what you prefer. However, if you are doing a lengthy project which will depend upon a lot of references, it is often well worth spending time learning how to manage software which is dedicated to this purpose, such as Endnotes or Reference Manager. Whilst, such programs can be used in a simple way, they, nevertheless, take time to master. If your third-year project starts in the summer term of your penultimate year, it is worth setting aside the Easter vacation to get to grips with the software. It will save you much time and stress later on.

Whatever system you use, it is imperative that you record all the details, accurately following the system used by your department. Check with your tutor or the course handbook if there is a preferred style and look carefully at the rules which govern this system.

### ***How do I reference my own work?***

Students rarely need to reference their own work e.g. another assignment. If you do need to reference another assignment then use the general guidelines for books (top of p.56). BEWARE: If you use the same information and text in more than one assignment then you may be guilty of a special form of plagiarism – ‘autoplagerism’ or ‘self-plagerism’. Self-plagerism is treated as seriously as other forms of plagiarism. It is quickly identified by Turnitin. Make sure you do not auto-plagerize.

***What if the book or article has two authors?***

If there are two authors to one text then give both surnames, e.g. (Smith and Jones, 1999). If there are more than two authors to one text then give the first surname followed by ‘et al.’ e.g. (Brown et al, 1995).

***What if I want to keep referring to the same text?***

You will often be able to do so without repeating the same reference several times. Where you do need to repeat the reference, do repeat it. This is preferable to using the Latin *ibid* that used to be common practice.

***What if I want to refer to two books by the same author?***

If an author has written two books in the same year and you want to refer to each of them, then indicate the different texts using alphabet numbers. e.g. Smith (1997a) and Smith (1997b).

***How do I present a short quotation?***

Place double quotation marks (“ ”) around all words that are being quoted. You should also include any particular punctuation, spelling or italics of the original.

You must give as reference for your quotation the author’s surname, year of publication and the page number(s). Place these details in the text in rounded brackets, e.g. (Smith, 1987, 15). Note that the page number is not preceded by ‘p’ or ‘pp’ or ‘pg’.

“Students in cooperative environments perform at a higher level than those working in competitive or individualistic environments.” (McConnell, 2002, 19)

You should not give the page numbers of a quotation in your list of references.

***How do I shorten a quotation?***

If you do not want to include a full sentence from the source you are quoting, you can shorten a direct quotation by the use of omission marks (...) However, the quotation must still make sense in its shortened form so it might be necessary to add an extra word or two into a quotation to ensure it reads correctly. These extra words should be contained within square [ ] brackets.

***How do I know if a source is appropriate to use as an academic reference?***

This can be particularly a problem with online sources and weblogs. Consider whether the person you are quoting is credible.

***What do I do if I want to quote something that contains something that is inaccurate, grammatically incorrect or misspelled?***

Use the indication [sic] within a quotation if it contains a claim or phrase that you feel is incorrect, outdated, or unacceptable, or a word or phrase that is grammatically incorrect. It should be inserted directly after the phrase to which it refers e.g. Jane Smith said “I got mad [sic] with the worker.”

### *How do I set out quotations?*

Short quotations (a few words only, less than one line of print) can be incorporated within the body of your argument. Make sure the sense flows properly between the quotation and surrounding text. Use quotation marks.

**Place the reference details at the end of the sentence in which the quotation occurs.** For example: Within the Gillette company, out of every forty-five carefully developed new-product ideas, three make it into the development stage but **“only one eventually reaches the marketplace”** (Armstrong and Kotler, 1999, 263).

Longer quotations should be separated from the body of your essay by a space before and after the quotation. The quotation, with quotation marks, should be indented on either side, and the reference should appear in brackets on the line immediately below. Use single spacing for the quotation.

“Dupont has found that it can take as many as three thousand raw ideas to produce just two winning commercial products, and pharmaceuticals companies may require six thousand to eight thousand starting ideas for every successful commercial new product” (Armstrong and Kotler, 1999, 263).

Continue your essay using normal spacing. The full reference for the above quotations would appear in your list of references as:

**Gary and Kotler, Philip, (1999), *Marketing: An Introduction*, 5<sup>th</sup> ed, New Jersey, Prentice Hall.**

### *How do I reference information from the Internet?*

The Internet is a source of two different kinds of information: firstly, it is used to distribute information that has previously been published in another source; and secondly, it is used to disseminate information that is only available on the Internet. It is very important that you take the trouble to find the proper reference for materials that have been obtained through the Internet. The first case, i.e. material that has been published elsewhere, is shown in the following two examples:

Nentwich, Michael, (1996), ‘Opportunity structures for citizens’ participation: the case of the European Union’, in *European Integration online Papers (EioP)*, Vol. 0 (1996) no.1, <<http://eiop.or.at/eiop/texte/1996-001a.htm>>, accessed 5/11/99.

Smith, F. (1994), ‘Is there life on Mars?’, *The Telegraph*, 14th March, <<http://www.telegraph.co.uk>>, accessed 8/6/95.

In the second case i.e. material that is only available from the Internet then you will reference the material in the following manner: BBC (2005), 'Healthy eating in schools', <http://www.bbc.co.uk>, accessed on 3/9/05.

## **Bibliography**

A bibliography should appear at the end of your work and it should contain details of all the information sources that you actually refer to or cite in your text. Therefore, you must ensure that every piece of written work that you submit for marking has a list of references that contains details of each and every source that you have mentioned in your work. The references should be listed alphabetically by author's surname. Use single line spacing, using hanging indents to distinguish each separate reference or with an extra space left between each reference. This is illustrated below.

You do not need to put a page reference for any particular detail or quotation in your list of references. However, when you give details for an article in a periodical, you should give the page numbers of the first and last pages. Examples of the correct format for entries in a bibliography are given below. In the sample below you will be able to see how to correctly reference books, articles in periodicals (i.e. any form of publication that comes out regularly, such as an academic journal, a professional magazine or a newspaper) and websites.

### **Example bibliography**

Galliers, R. D. & Baker, B.S.H., (1995), 'Strategic information management', in Jackson, T. (ed.), *Cross-Cultural Management*, Oxford, Butterworth- Heinemann.

Handy, Charles, (1991), *The Age of Unreason*, 2nd edn, London, Arrow Books.

Keble, J., (1989), 'Management development through action learning', *Journal of Management Development*, 8, no.2: 77-80.

Nixon, B. & Pitts, G., (1991), 'W.H.Smith adopts a new approach to developing senior managers', *Industrial and Commercial Training*, 23, no.6: 3-10.

Nutt, P., (1984), 'Types of organisational decision processes', *Administrative Science Quarterly*, 29: 414-52.

Noakes, Stephen, (1997), 'Consumer spice', *Logistics Manager*, (Nov. /Dec.), 6- 7.

Nentwich, Michael, (1996), 'Opportunity structures for citizens' participation: the case of the European union', in *European Integration online Papers (EioP)*, Vol. 0 (1996) no.1, <<http://eiop.or.at/eiop/texte/1996-001a.htm>>, accessed 5/11/99.

Payne, R. and Pugh, D.S., (1971), 'Organisations as psychological environments', in Warr, P.B. (ed.), *Psychology at Work*, Harmondsworth, Penguin.

Peters, T.J. and Waterman, R.H., (1982), *In Search of Excellence*, London, Harper & Row.

Rowntree, D., (1996), 'Making open and distance learning work', *The*

*Implementation of Open and Distance Learning*, England, Open University <<http://www-iet.open.ac.uk/pp/D.G.F.ROWNTREE/MBL.htm.MOADLW.htm>>, accessed 7/4/99.

Smith, F. (1994), 'Is there life on Mars?', *The Telegraph*, 14th March, <<http://www.telegraph.co.uk>>, accessed 8/6/95.

## 2- MLA Formatting and Style Guide

### Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> ed.) and the *MLA Style Manual and Guide to Scholarly Publishing* (3<sup>rd</sup> ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

### General Format

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the *MLA Handbook for Writers of Research Papers* (7th edition). Publishing scholars and graduate students should also consult the *MLA Style Manual and Guide to Scholarly Publishing* (3rd edition). The *MLA Handbook* is available in most writing centers and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site. See the Additional Resources section of this handout for a list of helpful books and sites about using MLA style.

### Paper Format

The preparation of papers and manuscripts in MLA style is covered in chapter four of the *MLA Handbook*, and chapter four of the *MLA Style Manual*. Below are some basic guidelines for formatting a paper in *MLA style*.

### General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles

contrast enough that they are recognizable one from another. The font size should be 12 pt.

- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited section Notes (centered, unformatted).

### **Formatting the First Page of Your Paper**

- page. Entitle the Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as *Morality Play*; *Human Weariness* in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

### **Sample Entries: Books in Print**

When citing books in print, provide the following general categories of information:

Author's last name, first name. *Book Title*. Additional information. City of publication: Publisher, publication date. Print.

Entries illustrating variations on this basic format follow and are numbered to facilitate reference.

#### **A Book by One Author**

Light, Richard J. *Making the Most of College: Students Speak Their Minds*. Cambridge: Harvard UP, 2001. Print.

#### **A Book by Two or Three Authors**

Wynn, Charles M., and Arthur Wiggins. *Quantum Leaps in the Wrong Direction: Where Real Science Ends . . . and Pseudoscience Begins*. Washington: Natl. Acad., 2001. Print.

Peel, Robin, Annette Patterson, and Jeanne Gerlach. *Questions of English: Ethics, Aesthetics, Rhetoric and the Formation of the Subject in England, Australia, and the United States*. London: Routledge, 2000. Print.

#### **A Book by Four or More Authors**

Lassiter, Luke Eric, et al. *The Other Side of Middletown: Exploring Muncie's African American Community*. Walnut Creek, CA: AltaMira, 2004. Print.

#### **A Book by a Corporate Author**

National Geographic Society. *Cradle and Crucible: History and Faith in the Middle East*. Washington: National Geographic, 2002. Print.

#### **A Book by an Anonymous Author**

*Literary Market Place 2009: The Dictionary of the American Book Publishing Industry*. New Providence, NJ: Bowker, 2008. Print.

#### **A Book with an Editor**

Jackson, Kenneth T., ed. *The Encyclopedia of New York City*. New Haven: Yale UP, 1995. Print.

#### **A Book with an Author and an Editor**

Toomer, Jean. *Cane*. Ed. Darwin T. Turner. New York: Norton, 1988. Print.

#### **A Book with a Publisher's Imprint**

Hillenbrand, Laura. *Seabiscuit: An American Legend*. New York: Ballantine- Random, 2001. Print.

#### **An Anthology or Compilation**

Smith, Barbara Leigh, and John McCann, eds. *Reinventing Ourselves: Interdisciplinary Education, Collaborative Learning, and Experimentation in Higher Education*. Bolton, MA: Anker, 2001. Print.

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

Peterson, Rai. "My Tribe outside the Global Village." *Visual Media and the Humanities: A Pedagogy of Representation*. Ed. Kecia Driver McBride. Knoxville: U of Tennessee P, 2004. 173–86. Print.

#### **An Introduction, Preface, Foreword, or Afterword**

Shulman, Lee S. Foreword. *Disciplinary Styles in the Scholarship of Teaching and Learning*. Eds. Mary Taylor Huber and Sherwyn P. Morreale. Washington: American Assn. of Higher Educ., 2002. v–ix. Print.

#### **A Multivolume Work**

Blotner, Joseph. *Faulkner: A Biography*. 2 vols. New York: Random, 1974. Print.

**An Edition Other Than the First**

Shakespeare, William. *The Riverside Shakespeare*. 2nd ed. Ed. Anne Barton, Charles H. Shattuck, and Frank Kermode. Boston: Cengage, 1997. Print.

**A Book in a Series**

Eggers, Dave, ed. *The Best American Nonrequired Reading, 2004*. Boston: Houghton, 2004. Print. The Best American Series.

**A Republished Book**

Malamud, Bernard. *The Natural*. 1952. New York: Avon, 1980. Print.

**A Signed Article in a Reference Book**

Tobias, Richard. "Thurber, James." *Encyclopedia Americana*. 2002 ed. Print.

**An Unsigned Article in a Reference Book**

"Tharp, Twyla." *Who's Who of American Women*. 27th ed. 2008–2009. Print.

**A Government Document**

National Commission on Terrorist Attacks Upon the United States. *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States*. Washington: GPO, 2004. Print.

**Published Proceedings of a Conference**

Sass, Steven A., and Robert K. Triest. *Social Security Reform: Conference Proceedings: Links to Saving, Investment and Growth*. Boston: Fed. Reserve Bank of Boston, 1997. Print.

**A Translation**

Giroud, Françoise. *Marie Curie: A Life*. Trans. Lydia Davis. New York: Holmes, 1986. Print.

**A Book with a Title in Its Title**

Habich, Robert D. *Transcendentalism and the Western Messenger: A History of the Magazine and Its Contributors, 1835–1841*. Rutherford NJ: Fairleigh Dickinson UP, 1985. Print.

**A Signed Article from a Daily Newspaper**

Glanz, James. "Iraqi Insurgents Step Up Attacks after Elections." *New York Times* 13 Feb. 2005, late ed.: A1. Print.

**An Unsigned Article from a Daily Newspaper**

"Sunnis Worry of Future in New Shiite-run Iraq." *Chicago Tribune* 13 Feb. 2005, sec. 1: 16+. Print.

**An Article from a Monthly or Bimonthly Magazine**

Fallows, James. "Success without Victory." *Atlantic Monthly* Jan.–Feb. 2005: 80–90. Print.

**Films; Radio and Television Programs**

*Milk*. Dir. Guy Van Sant. Perf. Sean Penn, Josh Brolin, and Emile Hirsch. Focus Features, 2008. Film.

"New York, New York (1944–1951)." *Leonard Bernstein—An American Life*. Prods. Steve Rowland and Larry Abrams. Natl. Public Radio. WBST,

Muncie, 18 Jan. 2005. Radio.

“Seeds of Destruction.” *Slavery and the Making of America*. Prod. Clara Gazit. PBS. WNET, New York, 16 Feb. 2005. Television.

### **Performances**

*The Producers*. By Mel Brooks. Dir. Susan Stroman. Perf. Nathan Lane and Matthew Broderick. St. James Theater, New York. 8 Oct. 2002. Performance.

Spano, Robert, cond. *Wagner, Mendelssohn, Wyner and Haydn*. Boston Symphony Orch. Symphony Hall, Boston. 17 Feb. 2005. Performance.

### **Recordings**

. Mozart, Wolfgang A. *Così fan tutte*. Perf. Kiri Te Kanawa, Frederica von Stade, David Rendall, and Philippe Huttenlocher. Cond. Alain Lombard. Strasbourg Philharmonic Orch. RCA, 1978. LP.

Plant, Robert, and Alison Krauss. *Raising Sand*. Rounder, 2007. CD.

### **Works of Art**

Botticelli, Sandro. *Giuliano de' Medici*. 1478–1480. Tempera on panel. Samuel H. Kress Collection. Natl. Gallery of Art, Washington.

Rodin, Auguste. *The Gates of Hell*. 1880–1917. Sculpture. Rodin Museum, Paris

## Course Number: 6

### Academic Reading Skills<sup>5</sup>

Academic reading skills are different from leisure reading skills. Academic reading involves identifying new ideas, understanding different perspectives and developing your understanding about a particular topic. Many students groan when they receive a reading list and wonder how they will ever read all the books on it. You don't normally need to read every book or indeed whole books. What you need to do is to identify and follow up key ideas.

There are different approaches to reading that will help you to read effectively and stay focused on your studies. It is worthwhile spending some time on developing your academic reading skills as this will help you to focus your reading and will save you time.

#### Improving your reading skills

This involves the following processes

##### **Purpose**

Think about why you are reading. Ask yourself why you are reading.

Is it to:

- explore and understand the subject in greater depth?
- obtain specific information?
- complete an assignment?

##### **Identify relevant information sources**

Identify key information sources. The reading list in your module handbook provides a good starting point. Your lecturers may provide you with additional reading materials during a lecture or through eBridge. Carry out an information search.

##### **Reading techniques**

There are a number of different approaches to reading.

**Skimming** involves looking at the item to decide whether or not it is relevant.

Check the introduction, conclusions, contents pages, look at pictures and diagrams, and the index. This means you can quickly assess the content and decide whether or not it is relevant for your purpose.

**Scanning** enables you to identify specific information that may be useful to you. Skimming involves using the index to check the contents of the information sources and then surfing through specific sections or chapters.

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<sup>5</sup> For further information, consult: Barbara, Allan. *Study Skills Handbook*. Hull: Hull University Business School, 2010.

**Deep reading** involves reading whole sections, chapters or a complete book and is an active process. You may be making notes or a mind map. As you are reading you may be thinking about how your findings relate to a question raised in a tutorial session or in an assignment. If you are reading your own materials you may mark relevant passages with a highlighter pen or post-it notes. But you should never make any marks on library materials.

**Critical reading** involves evaluating the information source and criticizing it. You may want to compare it with the work of other authors, assess the methodology, or criticize it in the light of your own experiences. Critical reading is time consuming and it is worth spending time developing this approach to reading – students who are critical readers often do well in assignments!

## **Strategies for effective reading**

Here are strategies that will help you develop your academic reading skills.

- Be active. Think about why you are reading and what you want to gain from the information source.
- Choose the right time. You might find that you are more alert during the morning and that, by evening, your attention span is short. Read at times when you are most alert. If you are not in the mood for actively reading something – do not do it. Place the book to one side and tackle another task until you feel ready to read the material more effectively.
- Work in the right environment. You should be somewhere quiet where you feel comfortable. Choose a place where you will not be interrupted. Make sure that you are able to make good notes during the reading process.
- Reduce distractions. Turn off the television and your mobile phone.
- Be selective. Do not think that you should read everything in depth. Time will not allow you scope to approach in this way every book, journal, newspaper or lecture hand-out that you will see during your period of study.
- Don't be afraid to experiment. Pick a journal article and read it, adopting each of the techniques to demonstrate to yourself what can be achieved from each strategy and if, in fact, there was much more to be gained from a more detailed reading than a skimmed reading.
- Use a wide range of sources. Relevant sources may include: friends or members of staff, watching a relevant television programme, keeping up to date with current affairs information, printed books and journals, resources on the Internet, market research reports, company annual reports, etc.

## **Course Number 7:**

## Time Management Skills<sup>6</sup>

Time management is all about being in control of your life. It involves organizing your time – both study and personal – into manageable sections that will allow you to complete your program of study. It is worthwhile investing a small amount of time into thinking about time and how you prioritize and organize your study schedule. As you progress through your program you may need to re-visit your approach to time and change the balance to take into account your changing circumstances.

All students have different pressures on their time and they need to take these into account when they are planning their work. Here are some typical examples of the different pressures students face:

James is a first-year full-time undergraduate student. He has a part-time job (three evenings per week) and likes to play football at least twice a week.

Anisha is a part-time distance taught student and she has a fulltime job plus family commitments – three children under the age of 7 years.

Claire is a part-time undergraduate student who is a single parent with a full-time job.

Tim is a part-time MBA student who runs his own company. He is single and likes to spend as much time as possible skiing.

Setava is a final-year full-time student who is also busy applying for employment after she has completed her studies in HUBS. She has a part-time job in a local store.

Willie is a full-time MSc student who is settling into his studies in the UK. He has serious family problems and has recently had to return home for a week to help support his ageing and very poorly father.

When you think of your own situation you will need to be practical. One approach to planning your time is to start by keeping a time log for a week. This will enable you to identify exactly how you are spending your ‘spare’ time. It usually surprises students when they realize how much time they fritter away! You will then be able to identify how you can organize your time.

### Planning your studies

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<sup>6</sup> For further information, consult: Barbara, Allan. *Study Skills Handbook*. Hull: Hull University Business School, 2010.

You may find it helpful to complete the following type of chart and to identify:

- The times you will be attending taught sessions.
- Times you will be able to study (from printed materials)
- Best times for you to use a computer (at home, work or in university)

### **Key factors in managing your time**

Good time management is about being able to identify what you need to do and then to set priorities. When you are thinking about time management you need to consider activities such as

- Attendance at lectures and seminars
- Independent study
- Time for accessing resources and materials, for example, information searching, visiting the library
- paid employment or voluntary work
- Sports and social activities
- Personal and family time

The following factors are all useful tips to becoming an effective time manager:

### **Identifying goals**

- The first step is to identify short-term and long-term goals

### **Getting organized**

- Buy and use a diary or wall planner – whichever you prefer
- Keep a to-do list – daily, weekly, for the semester
- Organize your study space
- Make sure you have the right equipment and stationery
- Set up and organize simple filing systems
- Invest time in learning how to use a computer
- Invest time in learning how to access and use information sources
- Identify useful support and help services within the University

Identify key dates, including examination dates or submission dates for assignments; make a note in your diary of all such dates, or put them all onto your wall planner

Module leaders and tutors are not expected to answer questions about personal timetables and schedules. This information is provided by the appropriate HUBS administrative office.

### **Produce a work schedule**

- Many people find it helpful to work backwards from key dates and to work out a schedule of study times.

### **Keep up-to-date**

- Check your University email address, eBridge, notice board etc. on a regular basis for any changes to teaching timetable, assessment submission dates etc.

## Key factors in completing specific tasks

Once you have created your framework for good time management you can begin to look at the individual tasks. You will now have your list of tasks for the semester, you will have noted them in your diary and on your wall-planner, and so you can begin to tackle each individual task. The following is a list of factors to help you in your day-to-day management of time.

- Identify each individual task.
- Manage the tasks – establish your priorities, identify when you will work on it and when it will be completed. Record this in your diary or wall planner. Always build in some flexibility to allow for the unexpected.
- Break down the tasks into smaller parts and think about how you will complete them. Identify activities that involve working with other people and those which involve accessing information resources. Be aware that you need to build in additional time to allow for materials not being available or delays in meeting up with people.
- Many students find it useful to prioritise their tasks. One way of doing this is to identify the
  - Urgent tasks
  - Important tasks

Another approach is to identify

- must do
- need to do
- nice to do
- Whenever you are carrying out a task be really clear about what you are trying to achieve. Keep a detailed record of what you do and resources that you have used. This is essential in the write-up stages of your work.
- Allow time for technical failures e.g. print out your work well in advance of the hand-in time so that you are not caught out by last minute technical problems.
- Review your work and schedule. There will be times during your studies where prioritizing itself becomes a priority – do not be afraid of spending an hour of your precious time reviewing your time management plans.
- Reflect on your experiences and learn from your mistakes.

## Closing comments

Time management is a skill that you only need to perfect once – once learnt it will stay with you and will be a skill that you will use throughout your working and personal life. It is worthwhile spending some time learning how to manage your time. Different techniques work for different people and we suggest that you explore and use a range of techniques until you find the one that suits your working style. However, time management is not simply about organizing your time in order to complete all the tasks required of you by the University. It is also about ensuring you have ample time for rest and relaxation, sports and other activities, for socializing with newly-made friends, or spending time with your family.

### **Further Readings:**

Allan, Barbara. *Study Skills Handbook*. Hull: Hull University Business School, 2010. Print

Shelley, O'Hara. *Improving Your Study Skills: Study Smart, Study Less*. Hoboken, Wiley Publishing, 2005. Print

Trzeciak, John and S.E, Mackay. *Study Skills for Academic Writings*. New York: Prentice Hall Europe, 1994. Print