



U.S. DEPARTMENT OF STATE

English Teacher / In-Service Trainer
K-12 Public Schools
South Korea 2009-2013

Adult ESL Instructor
AmeriCorps Service
USA 2013-2015

English Language Fellow
Donetsk National University
Vinnytsia 2015-2016



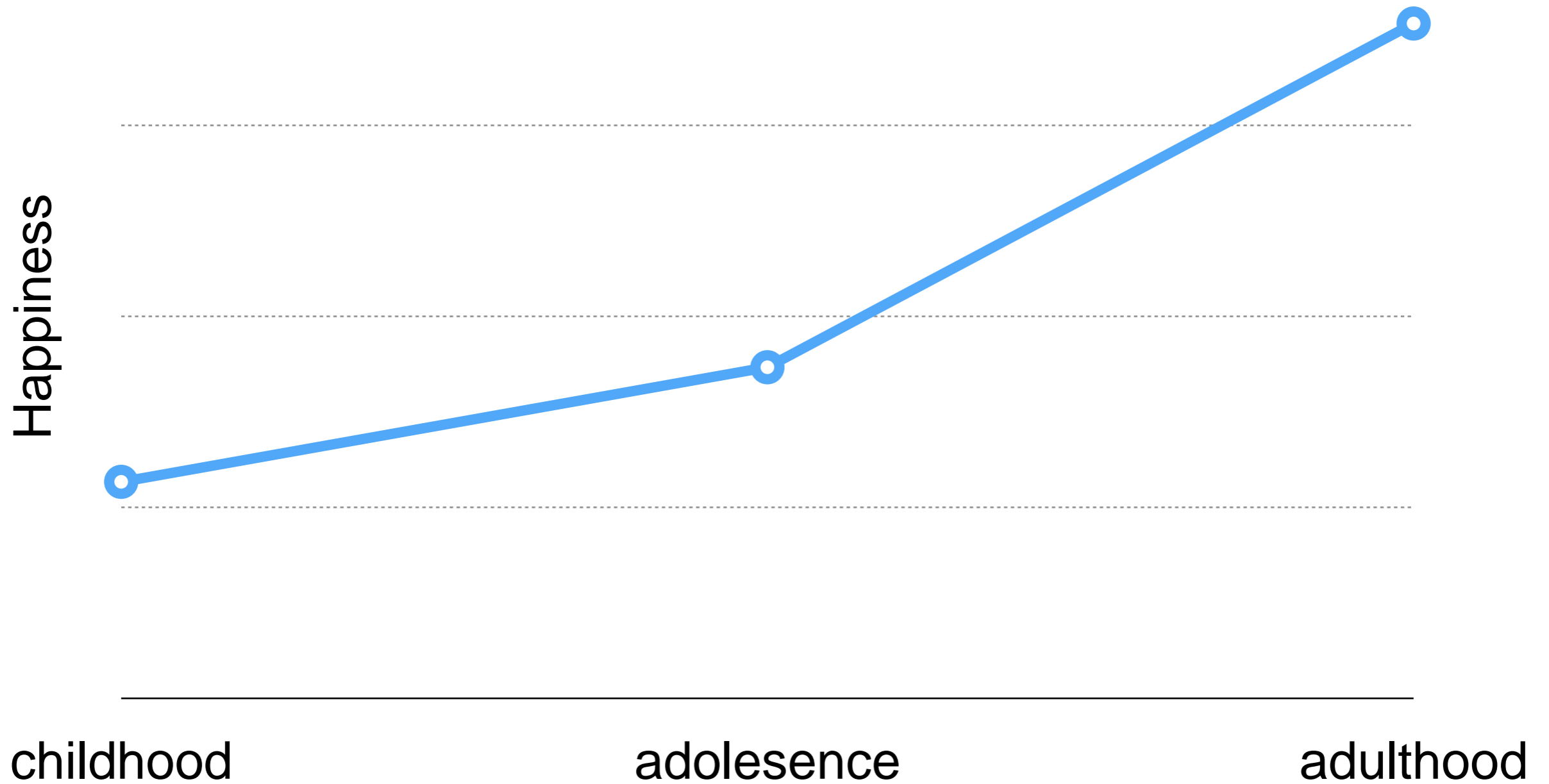
THADDEUS MCCLEARY M.Ed - TESOL
ENGLISH LANGUAGE FELLOW

Academic Writing

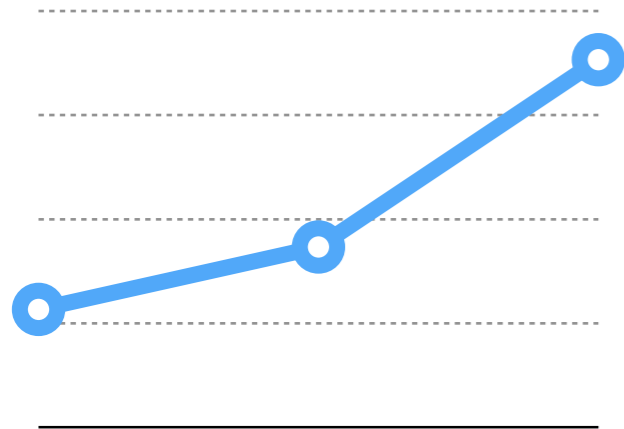
Describing Charts and Graphs

Based on the *Academic Writing for Publication* series
RELO, Jakarta, Indonesia

Does this look like your life?

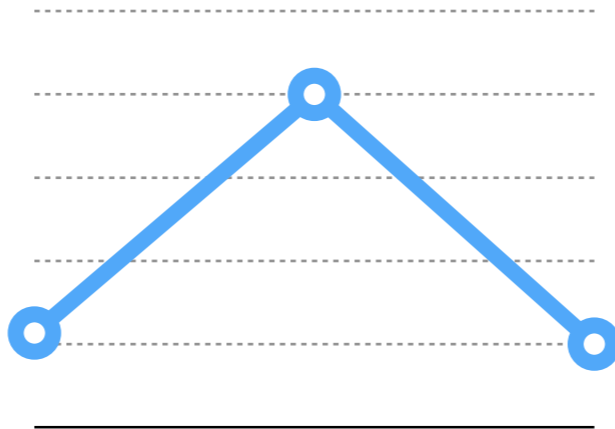


Which graph is being described?



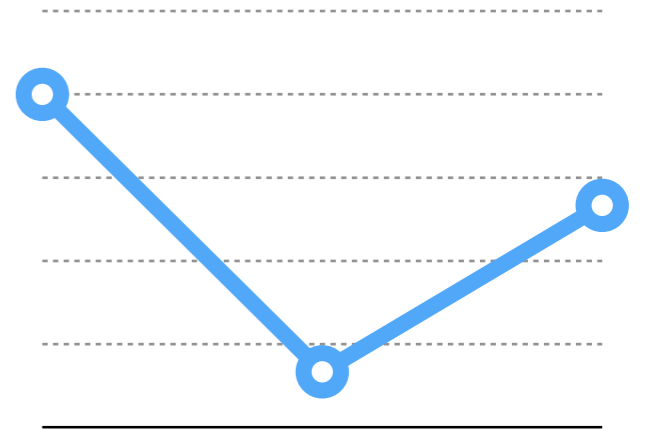
childhood adolescence adulthood

A



childhood adolescence adulthood

B

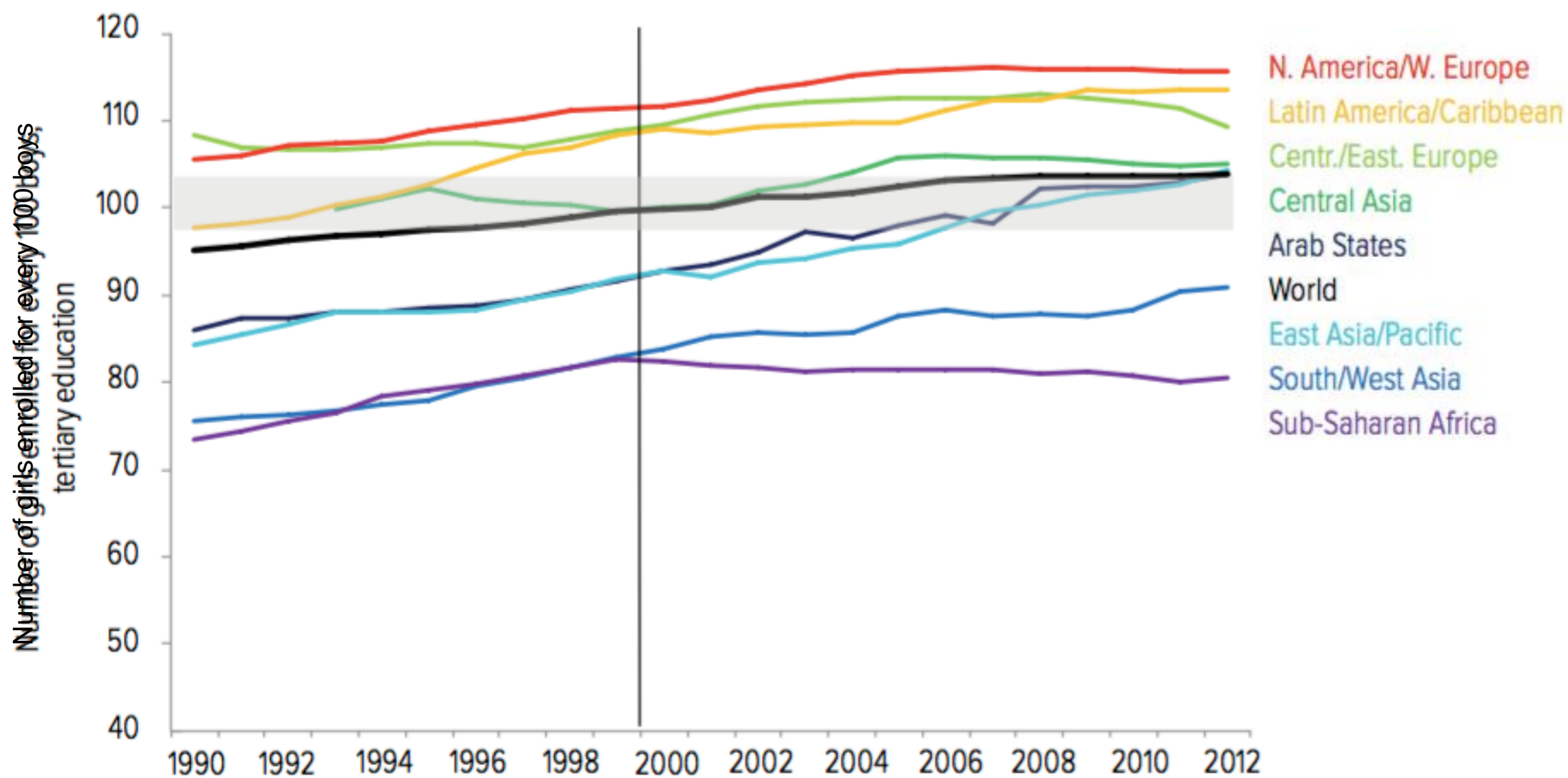


childhood adolescence adulthood

C

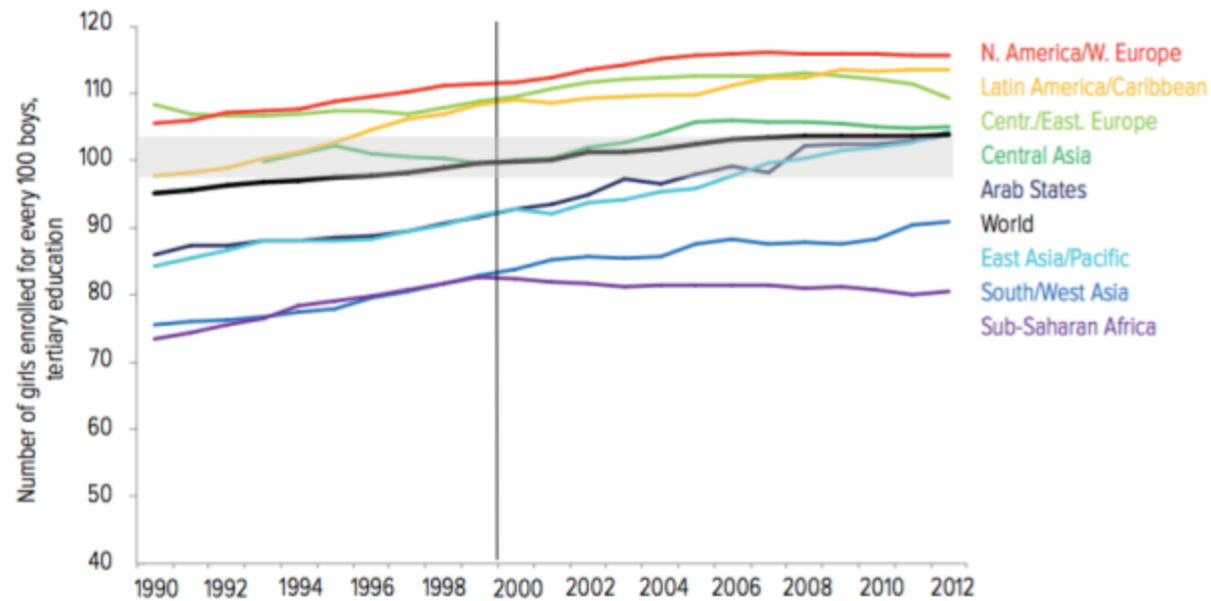
Figure 13: Large disparities remain in tertiary education

Gender parity index, tertiary education, by region, 1990–2012



Source: UIS database.

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Gender parity index, tertiary education, by region, 1990–2012

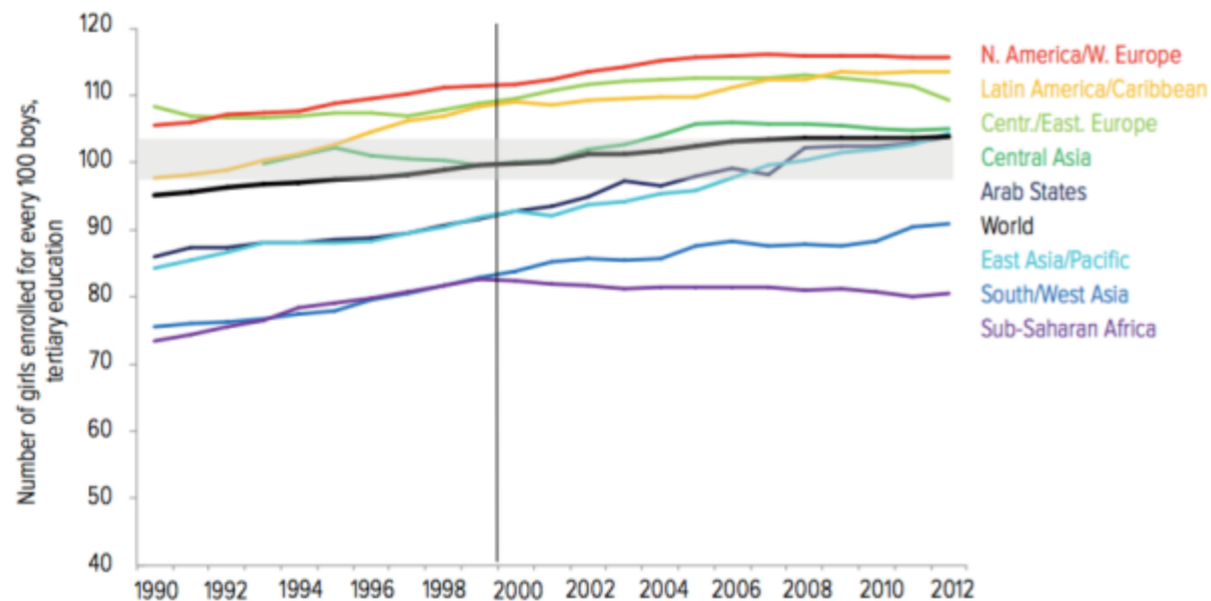


Source: UIS database.

Figure 13 shows how educational inequities changed throughout the world during the period 1990-2012. Colors distinguish geographic regions, revealing wide gaps between genders in tertiary educational enrollment.

identify data being presented

Figure 13: Large disparities remain in tertiary education
Gender parity index, tertiary education, by region, 1990–2012



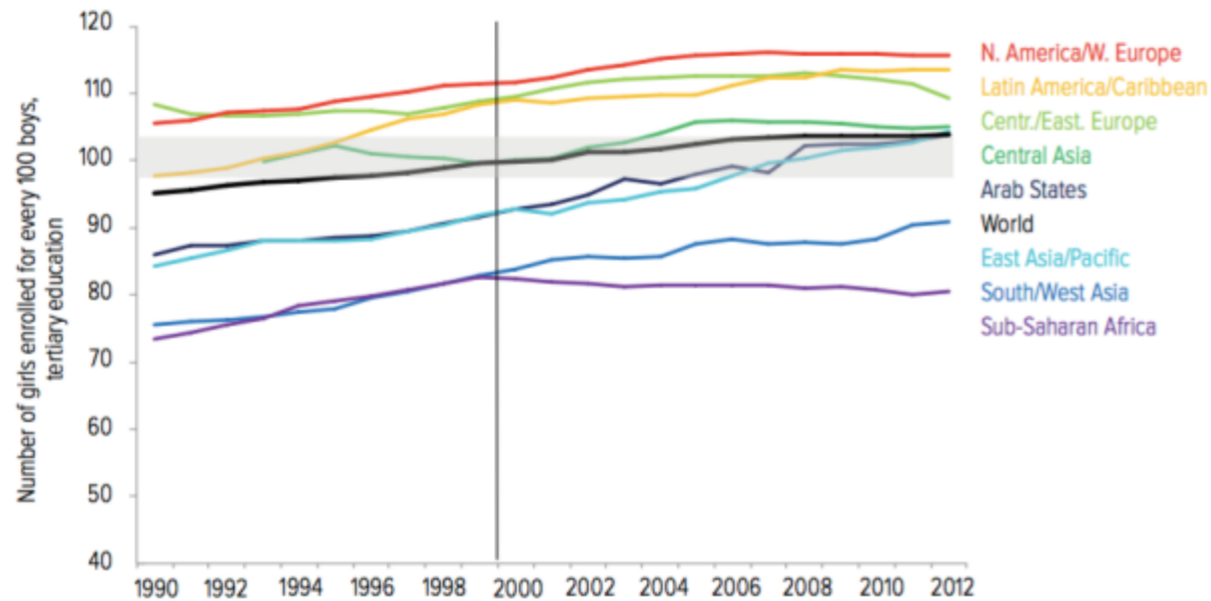
Source: UIS database.

describe
the data

In all regions besides Sub Saharan Africa, the period saw **significantly greater** access to tertiary education for women. In fact, in Latin America, Central Asia, and the Arab States, women began to **overtake** men in enrollment. The most **precipitous change** occurred in the East Asia/Pacific region, where the proportion of women to men enrolled in higher education **increased** from around 84 to 100 in 1990 to approximately 102 to 100 in 2012.

Overall, the once widespread educational inequity that favored men is **steadily disappearing** and even **reversing**.

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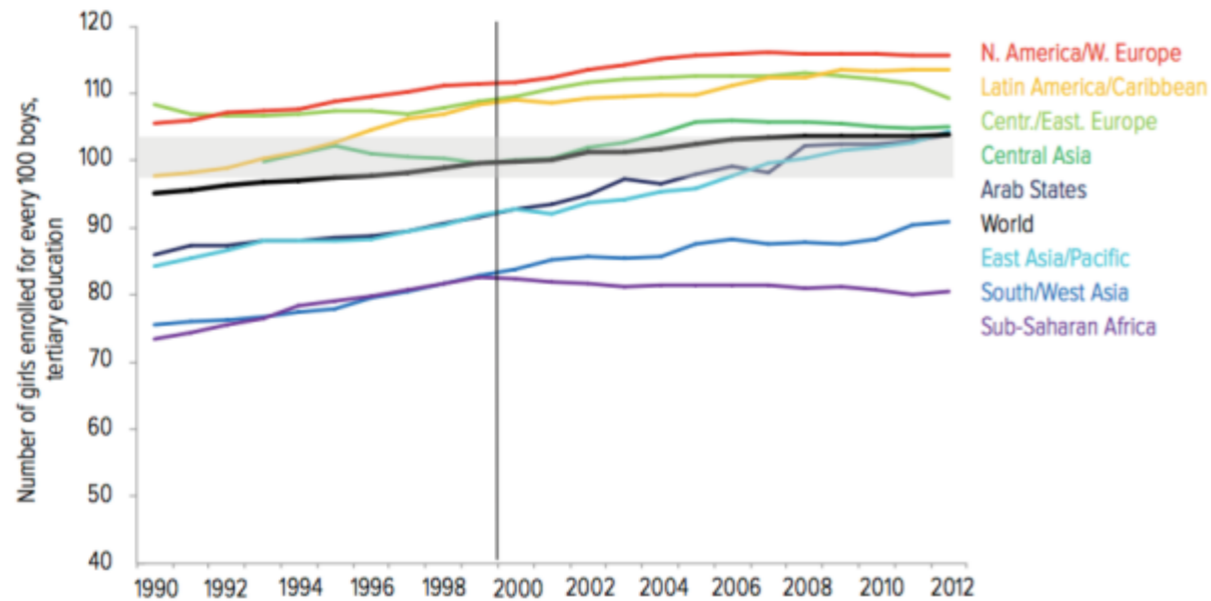
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Reporting Verbs

Analyzing Strength and Tone

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Based on the result of the FLCAS, it was evident that students were already anxious with the fact that they had to speak in front of the class individually. Although they had been classmates since the first semester, they had an anxiety of what was to come in the class. They experienced the same thing, i.e. they would feel anxious whenever they were asked to speak because they felt that they were unprepared and they they were not confident with their English proficiency. Thus it was evident that they experienced foreign language anxiety.

Based on the first self-reflection, grammar knowledge, pronunciation, voice volume, gestures, and speech organization were the major causes in creating foreign language anxiety. These students realized that they should have good mastery in those elements because in this class, students were expected to be able to apply the knowledge through their speech competence. This result was in accordance with MacIntyre's (1995) result in that there was a strong connection between the result of oral speech and foreign language anxiety. He stated that "language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students" (MacIntyre, 1995, p.96).

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Choose alternatives

that will not change the meaning

was evident

appeared

experienced

encountered

felt

believed

realized

found out

stated

said

okay



good



excellent

weak

neutral

strong

Why discuss tone?

Compare the original statement to the summaries

“The president challenged the earlier reports.”

–Spongebob

1. According to Spongebob, the president mentioned previous coverage.

or

2. Spongebob stated that the president questioned details previously offered.

“The president **challenged** the earlier reports.”

–Spongebob

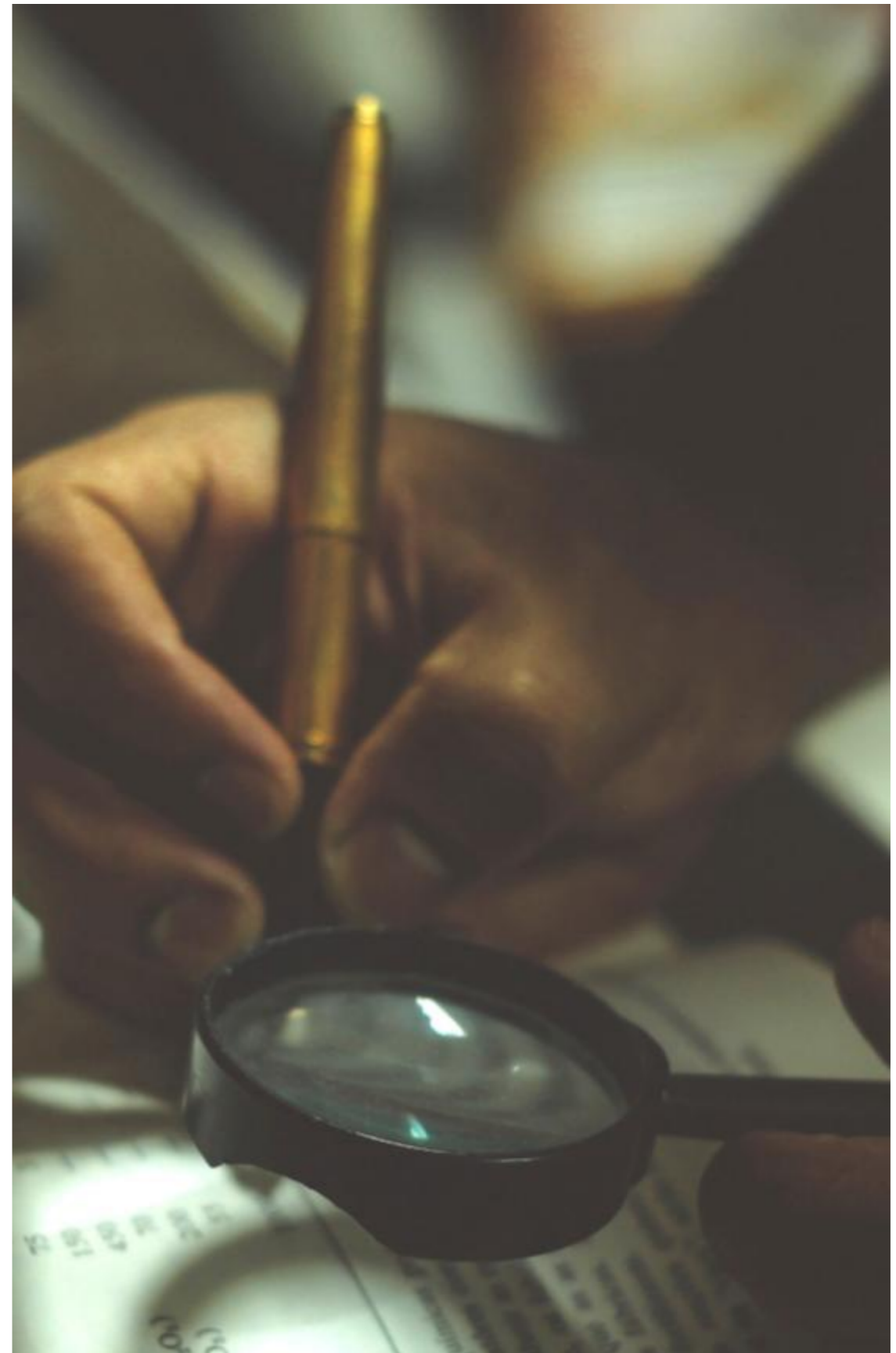
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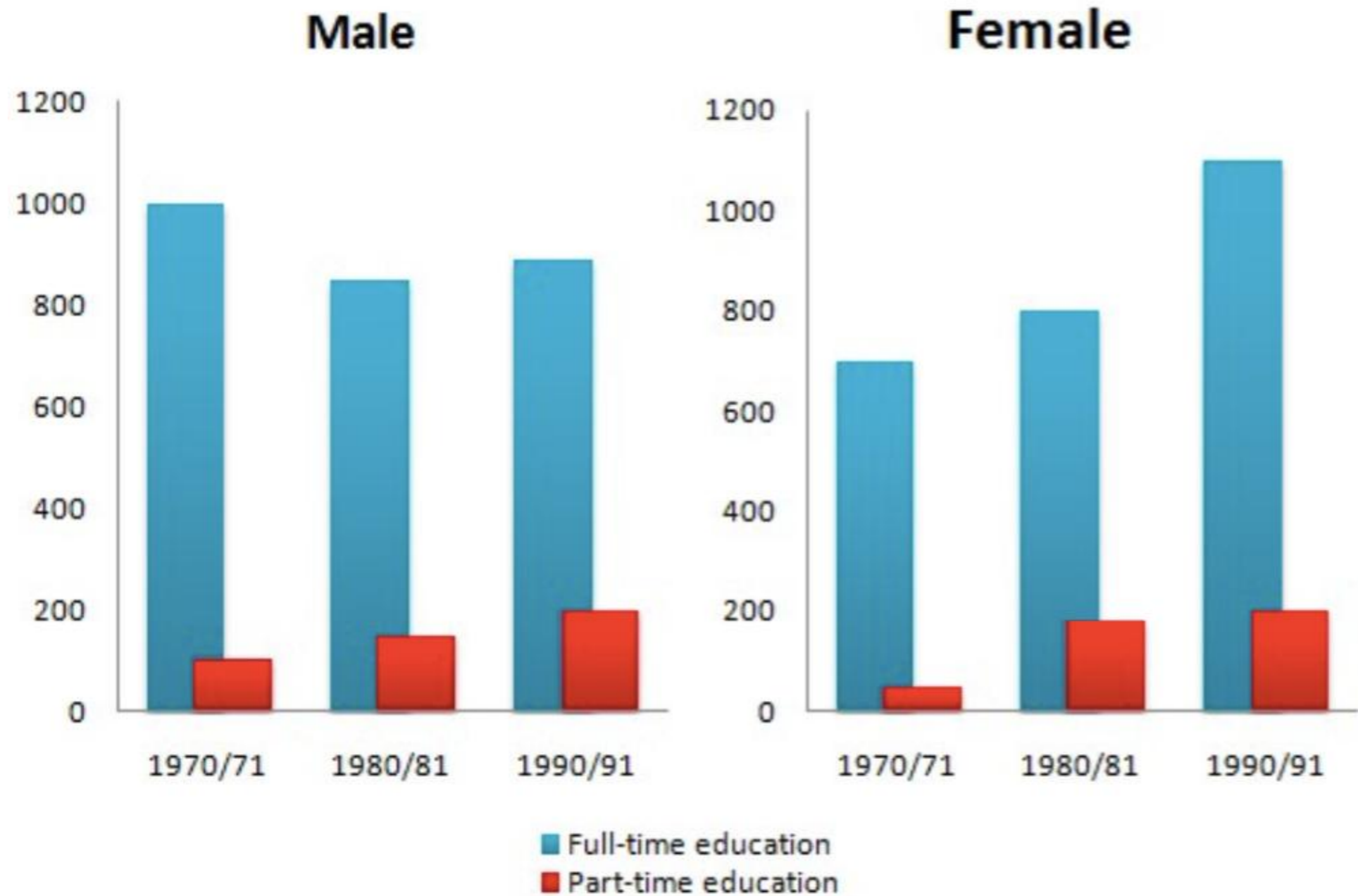
1. Spongebob stated that the president **questioned** details previously offered.

neutral	tentative	strong
allege	suggest	affirm +
define	hypothesize	maintain +
point out	assume	reveal +
mention	speculate	reject -
report	theorize	disprove -
explain	recommend	cast doubt -

Evaluation

Review more examples
with a partner





the number of men and women in further education in Britain
full time and part time

Sample Description 1

The bar chart illustrates how many males and females have studied in full-time and part-time education in the following years: 1970 to 1971, 1980 to 1981 and 1990 to 1991.

It is clear that in all three time periods more people of both sexes were involved in full-time education than part-time. Overall the number of men in full-time education declined dramatically from approximately 100 thousand to 900 thousand, whereas the number of men in part-time education was far greater in the early nineties than twenty years earlier.

As far as women are concerned, the numbers increased in both full and part-time groups. The number of full-time female students rose steadily from 700 thousand to 1.2 million in the twenty year period. The amount of women in part-time education fluctuated during the same period, ending at around 200 thousand in 1991. This was the same as the changes for part-time male students.

To sum up, the number of women in both sectors increased significantly while it seems that the rate of men in further education is on a steady decline.

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Sample Description 2

The graph clearly indicates that the number of women in high education far surpassed the number of males during the twenty-year period.

The number of males in full-time programs fell sharply from about 1 million in 1970/71 to about 850 thousand in 1990/91. However, this figure rose back to about 850 thousand in 1990/91 from about 820 thousand in 1980/81. The proportion of full-time education students has remained constant during this period compared to part-time students.

On the other hand, in the case of women, the number of both full-time education and part-time education students ballooned during the period. From about 700 thousand in 1970/71, these figures rose to about 820 thousand in 1980/81, to well over a million in 1990/91.

The information affirms that part-time education is becoming more popular than full-time education.

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Summarizing Others

Learn and Give Credit



Did I Plagiarize?

1. Word-for-Word Plagiarism

- *“borrowing words” without using quotations*

2. Patchwork Plagiarism

- *mixing pieces with your own words*

3. Substitutive Plagiarism

- *using synonyms to hide direct copying of ideas*

“Many writers shy away from summarizing – perhaps because they don’t want to take the trouble to go back to the text in question and wrestle with what it says, or because they fear that devoting too much time to other people’s ideas will take away from their own. When assigned to write a response to an article, such writers might offer their own views on the article’s topic while hardly mentioning what the article itself argues or says. At the opposite extreme are those who do nothing but summarize. Lacking confidence, perhaps, in their own ideas, these writers so overload their texts with summaries of others’ ideas that their own voice gets lost. And since their summaries are not animated by the writers’ own interests, they often read like mere lists of things that X thinks of Y says – with no clear focus.”

(Graff & Birkenstein, 2014)

Many writers shy away from summarizing. It might be because they don't want to take the trouble to go back to the text in question and wrestle with what it says, or maybe it is because they fear that devoting too much time to other people's ideas will take away from their own. When they write a response to an article, writers like this might offer their own views on the article's topic, but they hardly mention what the article itself argues or says. On the other extreme are those who do nothing but summarize. They lack confidence in their own ideas, so these writers so overload their texts with summaries of others' ideas that their own voice gets lost. And since their summaries are not animated by the writers' own interests, they often read like mere lists of things that X thinks of Y says. That is, they lack clear focus.

Word-for-Word Plagiarism

Why is it plagiarism?

Notice that the writer has “borrowed” Graff & Birkenstein’s words and has also largely maintained the authors’ method of expression and sentence structure.

The underlined phrases are directly copied from the source or changed only slightly.

Even if the student had cited Graff & Birkenstein as the source of the content, the passage would be plagiarized because no quotation marks indicate that the phrases come directly from the original text.

“Many writers shy away from summarizing – perhaps because they don’t want to take the trouble to go back to the text in question and wrestle with what it says, or because they fear that devoting too much time to other people’s ideas will take away from their own. When assigned to write a response to an article, such writers might offer their own views on the article’s topic while hardly mentioning what the article itself argues or says. At the opposite extreme are those who do nothing but summarize. Lacking confidence, perhaps, in their own ideas, these writers so overload their texts with summaries of others’ ideas that their own voice gets lost. And since their summaries are not animated by the writers’ own interests, they often read like mere lists of things that X thinks of Y says – with no clear focus.”

(Graff & Birkenstein, 2014)

Graff and Birkenstein (2014) describe how many writers shy away from summarizing. They explain that perhaps this occurs because writers don't have time to go back to the text in question and wrestle with what it says. These writers avoid mentioning what the article argues or says, and they only offer their own views on merely the article's topic. On the other hand, some authors do nothing but summarize. They seem to lack confidence in what they have to say, so writers like this summarize others' ideas to the point that their own voice gets lost.

Patchwork Plagiarism

Why is it plagiarism?

This paraphrase is composed of pieces in the original author's language and pieces in the new author's words.

They are all rearranged into a new pattern, but none of the borrowed pieces are in quotation marks.

Thus, even though the writer acknowledges the source of the material, the underlined phrases are falsely presented as the new author's own.

“Many writers shy away from summarizing – perhaps because they don’t want to take the trouble to go back to the text in question and wrestle with what it says, or because they fear that devoting too much time to other people’s ideas will take away from their own. When assigned to write a response to an article, such writers might offer their own views on the article’s topic while hardly mentioning what the article itself argues or says. At the opposite extreme are those who do nothing but summarize. Lacking confidence, perhaps, in their own ideas, these writers so overload their texts with summaries of others’ ideas that their own voice gets lost. And since their summaries are not animated by the writers’ own interests, they often read like mere lists of things that X thinks of Y says – with no clear focus.”

(Graff & Birkenstein, 2014)

Many writers avoid summarizing – maybe because they don't want to be bothered to go back to the text and understand with what it says, or maybe they fear that devoting that much time to other's ideas will diminish their own. When they write a response to an article, these writers offer their views on the article's topic but barely mention what the article argues. On the other hand, some authors do nothing but summarize. They lack confidence, perhaps, in their own ideas. These writers overload their texts with summaries of others' ideas so much that their own voice gets lost. Since their summaries are not animated by their own interests, the summaries often read like lists of things that X thinks of Y says. That is, they have no clear focus.

Substitutive Plagiarism

Why is it plagiarism?

This paraphrase, much like Patchwork Plagiarism, is composed of the original author's language, but some words have been changed to be synonyms to avoid direct plagiarism.

All of the ideas, most of the sentence structure, and most of the words are from the original source, and none of the borrowed ideas or words are attributed to the original author.

The words are falsely presented as the new author's.

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(Graff & Birkenstein, 2014)

In *The Art of Summarizing*, Graff and Birkenstein (2014) provide two different problems that arise when authors attempt to summarize source material. For one, some authors do not look at the main point, or argument, of an article. Instead, these authors focus on the article's topic and explain their own opinion to such an extreme that they leave out any reference to how the article's argument plays a part in their research. Another problem some authors face is summarizing too much. These authors "so overload their texts with summaries of others' ideas that their own voice gets lost" (p. 31). Due to these difficulties, many authors choose to avoid summarizing altogether.

A Good Summary with Quotations and a Citation

Why is it a good summary?

The writer has documented Graff & Birkenstein's material and specific language (by direct reference to the authors and by quotation marks around language taken directly from the source).

The writer has changed Graff & Birkenstein's language and sentence structure.

This is also the method an author can use to add material to fit his or her new purpose.

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“a fact based worldview”

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