

TOMSK POLYTECHNIC UNIVERSITY

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**INTRODUCTION TO ACADEMIC WRITING:
GRANT PROPOSAL**

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Т.В. Сидоренко, С.В. Рыбушкина

**ПРОФЕССИОНАЛЬНЫЙ
АНГЛИЙСКИЙ ЯЗЫК:
ОСНОВЫ АКАДЕМИЧЕСКОГО ПИСЬМА**

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Пособие посвящено вопросам заполнения заявок на получение стипендии или исследовательского гранта и содержит ряд рекомендаций по заполнению пакета документов и практических упражнений на выработку навыка академического письма.

Предназначено для студентов, обучающихся по специальности «Информатика и вычислительная техника».

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INTRODUCTION

Introduction to Academic Writing: Grant Proposal is a component of Foreign Language for Professional Purposes syllabus of Tomsk Polytechnic University and designed for senior university students of computer engineering departments whose English level is Upper-intermediate and above. The course may also be helpful for other people wishing to improve their academic writing skills or submit a grant proposal. *Introduction to Academic Writing: Grant Proposal* provides 56 contact hours that will require preliminary reading and searching on the World Wide Web; writing drafts and editing texts are also intended for homework that totals 28 hours for the course.

The course is structured into two sections and four appendixes that include supplementary materials for classroom and homework use. Section 1 provides students with an overview of granting programs as a source of additional funding and ensures better understanding of the process of applying for a grant. Section 2 guides through general requirements to a business letter writing and certain components of a grant application. The authors did not intend to address every letter that can be required by a granting agency; instead, only the most common genres are included. In each unit of Section 2 a step-by-step guide is followed by samples, activities and a checklist. *Academic Writing Skills* is an essential part of every unit in Section 2.

Handouts, additional samples and style reference are organized in *Appendixes*.

To the student:

This course was designed with two different purposes in mind:

- (1) to increase the opportunity for senior university students to seek international recognition. Applying and being awarded a grant ensures high demand of the participants at the international labour market.
- (2) to improve students' writing skills in anticipation of various academic projects. In the opinion of the authors, skills learnt in this course will be useful in all and any genres of academic writing, including reports, essays, thesis, etc.

Many writing tasks and a lot of reading in this course are intended for homework and require timely completion by students.

To the teacher:

Teacher's notes to *Introduction to Academic Writing: Grant Proposal* are organized in a separate book and provide procedural recommendations and keys to activities in the Student's Book. Teacher's Book also includes optional activities to use in the classroom and video transcripts in Section 1. Besides, it refers teachers to Appendixes in the Student's Book where necessary.

The course implies considerable flexibility of teachers in how they manage the course. The authors' intention was to introduce the most common genres of a grant application. However, units in Section 2 display independency and do not require consequential studying. It is recommended to select units based on time limitations and the needs of the students.

In conclusion, the authors highlight that this is just the first edition that will be re-edited and amended in the future. Any comments and suggestions will be appreciated and can be emailed at ryboushkinasv@tpu.ru or sidorenkot@tpu.ru

WHAT IS A GRANT?

Lead in

1. Answer the following questions.

- Have you ever participated in a grant programme?
- What kind of activities can be financed through grants?
- How can grants be applied by a Master student?
- What is the mission of the funding agencies and organizations?
- What factors do you think the success in obtaining grant funding depend on?
- What common problems does the world face in different spheres of human activity (education, military, industry, health, ecology, and politics)?
- What is globalization (of engineering education, economics, and politics)?

2. Watch video 1 “grant or scholarship” and answer the following questions.

- What 2 types of grant did the speaker mention?
- What are the basic differences between grants and scholarships?
- What do grants and scholarships have in common?

Note: Retrieved from <http://www.monkeysee.com>

Vocabulary Exercise

1. Fill in the correct word from the list below:

Donation, scholarship, grant, contribution

1. Unfortunately, my ___ proposal was rejected.
2. Peter was awarded ___ to attend California University.
3. I am proud of my ___ in advancing the project.
4. A ___ is a financial help to anyone to go on to get a degree at an institution of higher learning.
5. The European Commission has launched together with the US Department of Education a new ___ programme covering a series of actions.
6. Our agency will make your ___ safe, secure, and private, and will help you support the issues you care most about.
7. He was awarded a prize for his ___ to world peace.
8. Large companies make regular ___ to charity.
9. Thank you for supporting us! Your ___ make it possible to pay our few employees to continue the creation of free electronic texts.
10. They've got a special ___ to encourage research.

Reading Task

1. Look at the brief description of different grants targeted at Master students below. Classify them in four columns.

Academic grants	Research grants	Travel Grants	Small grants
_____	_____	_____	_____

1. We are glad to offer you the possibility to join our European Master Program of Computational Logic. Within this programme you have the choice to study at two European universities. You will graduate with a MSc in Computer Science from each of the two universities you have selected.

2. The New Grants Program is a competitive, matching grants program that supports public-private partnerships that further the goals of the Global Engineering Society. This program supports the same type of projects and adheres to the same selection criteria and administrative guidelines as the Standard Grants Program. However, project activities are usually smaller in scope and involve fewer project dollars.

3. The scholarships that the DAAD offers together with the Ministry of Education and Science of the Russian Federation provide Russian Masters from the fields of Natural Sciences and Engineering with an opportunity to carry out a research project at a German university or non-university research institution and to establish long-term contacts with German university teachers and researchers.

4. NASA is increasingly interested in the development of the future workforce for the science, technology, engineering, and related fields. Higher Education Mini-Grants are available for innovative projects and programs that will retain or impact students in such academic fields at the college or university level. It is the goal of these mini-grants to encourage students to pursue careers in these fields after they graduate, contributing to the scientific workforce. Faculty, staff, and administrators of organizations associated with higher education are eligible to apply for Higher Education Mini-Grants. Mini-grant funding is not intended to be used for sustaining funding; rather it is intended to be used to support a project or program for one year, allowing the project or program to grow and obtain more permanent funding elsewhere.

5. Purpose of the grant is to promote active attendance at the TIAFT annual scientific meeting by providing financial assistance to a DCF member. The financial assistance can be used to cover the cost of registration, direct travel to and from the meeting (e.g. airfare and/or train) and cost of accommodation. The grant cannot be used to assist in living expenses, e.g. meals and miscellaneous personal expenses.

6. American Geophysical Union (AGU) administers several different programs that provide travel support for Earth and space scientists. Providing an opportunity for members to share their latest research result is a prime purpose of AGU. AGU offers various forums of meetings for its membership and others interested in our sciences to support this purpose.

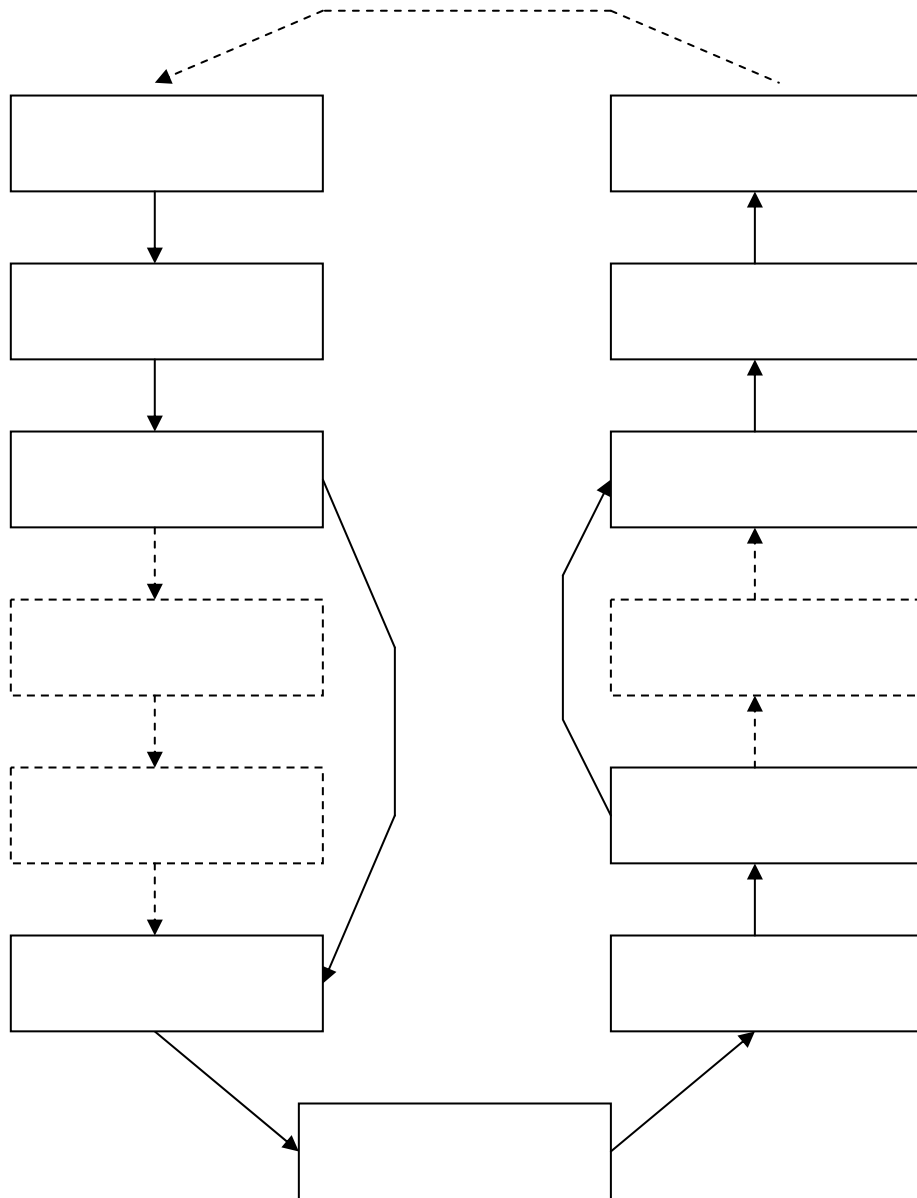
7. The Damon Runyon-Rachleff Innovation Award is designed to provide support for the next generation of exceptionally creative thinkers with "high risk/high reward" ideas that have the potential to significantly impact our understanding of and/or approaches to the prevention, diagnosis or treatment of cancer. The Innovation award is specifically designed to provide funding for extraordinary early career researchers who have an innovative new idea but lack sufficient preliminary data to obtain traditional funding.

8. These grants are awarded to enable students to attend German language and area studies courses plus special language/terminology courses that are offered by state (public) or state-recognised German higher education institutions. The grants run for at least 18 days of course with a minimum of 25 hours of teaching per week. Courses are taught in German (language of instruction) and are held in the summer months (from May at the earliest) during the recess period at German universities. The grants cannot be extended.

Think of a project that can be financed through a grant programme of each type.

2. Look at the following steps of writing a grant. What activity does each step imply? Fill in the diagram below with the following steps of grant writing.





----- Dashed lines indicate possible additional steps

Note: Retrieved from http://www.unc.edu/depts/wcweb/handouts/grant_proposals.html

1. Why is it important to identify clearly your needs before looking for a prospective grant?
2. Why is the diagram organized in a circle?
3. Why can some of the stages be omitted?

Reading Task

- 1. You are going to read an article about writing a successful grant proposal. Tick (✓) the documents below that are mentioned in the article:**

Reference letter	Financial statement
Grant proposal	Preliminary budget
Application form	Letter of inquiry
Call for proposal	Letter of recommendation
Cover letter	Literature review
CV	Project narrative
Past performance summary	Statement of need

1. Each year, governmental agencies along with private foundations and public corporations offer billions of dollars in funding to individuals and organizations to be used for specific projects. This funding, which is called a grant, requires no repayment as long as it is used to fund the project for which it was allocated. Grants can be given to individuals, non-profit or not-for-profit companies, charitable organizations, or educational facilities. In order to receive a grant, however, the prospective recipient must submit a formal request to the organization. This request is called a grant proposal.

2. Grant proposals can be submitted in a variety of ways. Some organizations provide an application form, while others require the requestor to submit a written document, called a full grant proposal. The requirements for completing the grant proposal are normally spelled out in a Request for Proposal (RFP) or a Call for Proposal which serves as a guideline for preparing the grant proposal.

3. Preparing a successful grant proposal generally involves following a standard process. Once the interested parties, often referred to as stakeholders, have determined that the grant will suit the agency's or organization's needs, the grant writer or administrator should review the RFP. Specific attention should be paid to formatting, page count, and all necessary components for qualification. The person responsible for writing the grant proposal should then prepare an outline or standard format sheet to be followed by everyone involved in the writing process.

4. Normally, a grant proposal consists of certain set components. A cover letter is almost always required, and while this must be concise, it also should properly summarize the grant proposal. The cover letter should include information on the applicant, how the money will be used, and salient information about why the applicant is a good fit for the funding.

5. Within the body of the grant proposal, the applicant must provide an assessment of the agency's needs, and then address the specific goals that the agency hopes to achieve with that funding. A detailed outline of the proposed program must also be provided. This plan will detail how the money will be used, and include a timeline for achieving the stated goals. The grant proposal must also describe the means by which achievement of these goals will be measured.

6. A grant proposal usually offers specifics on the requestor’s qualifications, including CVs of key staff, past performance summaries, and an overview of the financial status of the agency. Frequently, a preliminary budget is also required. Finally, a summary section should be submitted, encapsulating key points and providing a quick overview of the proposed program. If the RFP allows, an appendix can be used for supporting documentation, full CVs, or other pertinent information that will help make the case for the award.

7. In recent years, it has become standard practice for funding agencies to request a short letter of inquiry from prospective applicants before a full grant proposal is submitted. This helps to weed out those applicants whose goals do not match the grantors’ mission. This process also prevents agencies from spending a lot of time and money on putting together full grant proposals for money for which they are either not qualified or not able to fully utilize.

8. Successful grant proposal writing takes careful organization, planning, and skilled execution. Often, a team is formed to handle writing various sections, and one person charged with putting together the final product. Every grant proposal must be carefully edited, and read for both content and formatting. Sometimes, the difference between being awarded the requested funding and losing out is in small details.

Note: Retrieved from <http://www.wisegeek.com/what-is-a-grant-proposal.htm>

2. Read the article again and fill in the chart below with the type of information included in each document. Each type can be used more than once:

Information on the applicant, assessment of needs, CV, specific goals, project outline, means to measure achievements, past performance, financial statement, preliminary budget, summary of the project

Letter of inquiry	Cover letter	Grant proposal	Supporting documents

What other aspects of writing a grant proposal are considered to be of high importance?

Vocabulary Exercises

1. For the phrases below find synonymic words and constructions in paragraphs given in parenthesis.

1. set apart for a special purpose, v (paragraph 1)
2. send for judgment or consideration, v (paragraph 1)
3. make perfectly clear and understandable, v (paragraph 2)
4. function, v (paragraph 2)
5. meet the requirements of; fit, v (paragraph 3)
6. condition that must be complied with, n (paragraph 3)
7. preliminary draft, n (paragraph 3)
8. brief and to the point, adj. (paragraph 4)

9. significant, adj. (paragraph 6)
10. summary, n (paragraph 6)
11. promote, v (paragraph 6)
12. correspond, v (paragraph 7)

2. Fill in the words from the list below. Use the words once only.

to suit, educational, count, non-profit, a good, the interested, to put, ways, to receive, prospective, sheet, letter, proposal, supporting, standard

1. ___ together
2. page ___
3. ___ a grant
4. ___ company
5. cover ___
6. ___ practice
7. ___ the needs
8. grant ___
9. ___ fit
10. ___ facility
11. in a variety of

3. Fill in the appropriate prepositions where necessary.

1. to serve ___ a guideline
2. to follow ___ a standard process
3. to refer ___ a participant ___ an actor
4. to pay attention ___ formatting
5. to be awarded ___ a title
6. to be involved ___ the educational process
7. to summarize ___ the total idea
8. to address ___ key points ___ a report
9. to prevent a writer ___ making mistakes in page count
10. to require ___ payment
11. to qualify ___ an award
12. to fund ___ a project
13. to submit an application ___ the organization
14. requirements ___ completing a form
15. to make a proposal ___ a success

Follow-up Activities

1. In pairs answer the following questions:

- Why do various agencies announce grant programs?
- What are the social groups that grants are usually targeted at?
- What goals can be achieved by means of grant funding?
- What are the key points that make the proposal for funding?

Writing Practice

1. Write 2-3 paragraphs on the subject: *Submitting a grant proposal: a chance to receive “free” money or a great opportunity for professional development?* Define your position and explain why a grant can be helpful for you.

Feel free to illustrate your arguments with life experience or other examples. Write approximately 120-150 words in a formal style.

UNIT 1. STRUCTURE OF A BUSINESS LETTER

*Unless you are aiming for the Noble prize,
you shouldn't worry about your writing talent.
Writing good business documents is a craft, not an art.
It requires skill, not talent, and you can learn skills.*

"Business Letters for Busy People", by National Press Publications

Business letters serve one purpose: They communicate information. Why write a business letter? Because business letters serve as a record. Letters are long-lasting, tangible evidence of information you communicate to others. Before starting to write a business letter, you must take into consideration the four areas listed below. If you do not consider each one of them, your letter could be ineffective.

1. *Subject*
2. *Audience*
3. *Purpose*
4. *Style/Organization*

Step-by-Step Guide

Step 1: State the subject at the beginning of your letter and revolve around it along the whole writing.

Step 2: Stick to one or two subjects, not more, in the same letter. If you have to say more, write another letter.

Step 3: Keep in mind the audience your letter will be addressed to. Your audience might be larger than you expect.

Step 4: Avoid overwhelming your letter with specific knowledge or detailed descriptions.

Step 5: State the purpose at the first part of your letter. Depending on the reason for writing the letter, this may vary from requesting something to introducing something.

Step 6: Focus on the language you use. The language in which a letter is written should be as simple as possible, unambiguous and courteous.

Business Letter Sample

<p>Italics Unlimited 231 W. 40th Street • Camden, NJ 08618 • (623) 555-2678</p> <p>August 10, 20XX</p> <p>Terry Lancaster Capital Supply 657 Minden Ct. Des Moines, Iowa 54687</p> <p>Attention: President of Capital Supply</p> <p>Dear Mr. Lancaster:</p> <p>Subject: XXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXX</p> <p>XXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXX</p> <p>XXXXXXXXXXXXXX</p> <p>Sincerely,</p> <p><i>Signature</i></p> <p>Joan McAllister</p> <p>JFM:eer</p> <p>P.S. XXXXXXXXXX XXXXXXXXXXXX</p>	<p>Letterhead</p> <p>Date (2-3 spaces)</p> <p>Inside address (2-3 spaces)</p> <p>Attention line (2-3 spaces)</p> <p>Salutation</p> <p>Subject line</p> <p>Body (2 spaces between paragraphs)</p> <p>Complimentary close (4 spaces from signature)</p> <p>Signature</p> <p>Typed name (2-3 spaces)</p> <p>Postscript Mailing instructions</p>
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ACADEMIC WRITING SKILLS

Writing a business letter

The basic organization for the body of a business letter follows.

Part 1 of Body

State your purpose

Part 2 of Body

Explain what you want to happen or explain the information you have.

Part 3 of Body

Request a dated action, conclude or thank the reader for his response.

Part 1 of the Body

Get right to the first point of the letter. When you read a novel, you expect to have background information before the story ever starts. When you read a business letter, you expect to be told immediately what will happen. Remember, your reader does not have any more time to wade through a long letter than you do. This part is usually a short paragraph. Anything too long will cause the reader to lose patience.

Part 2 of the Body

This is the bread and butter of the letter. It explains the information you are giving, or it explains what you want the recipient to do. It does not need to be elaborate, but it does need to include all the information the recipient needs. If you have a lot of information, break it into short paragraphs, make a list or refer to an attachment.

Part 3 of the Body

This, like the first part, is usually a short paragraph. Depending on the purpose of your letter, it will do one of three things.

1. **Conclude.** In an informational letter, this allows you to point out the most important item or draw all your key points into one statement.
2. **Request action.** In letters that require a response, such as collection letters, you define the action you want the recipient to take. In this part, you tell the reader what to do and when to do. Being vague gets vague results. Be specific.
3. **Thank the reader.** In some letters, this part is simply a thank you for the recipient's attention, response or concern.

Note: Reprinted from “*Business Letters for Busy People*”, by National Press Publications, Center, 2002.

The following sample letter shows the structure of a business letter and demonstrates how each of the three parts work.

<p>23 Grange Road Upper Woodedge Avenue Mistleton North Sussex</p> <p>17 January 2005</p> <p>Ms J Mason Courses Unit IEE Six Hills Way Stevenage</p> <p>Dear Ms. Mason,</p> <p>I will be in Stevenage on February, 3 and would like to meet with you at your office to discuss the training course that you prepare for the North Sussex students.</p> <p>In the meantime, I am attaching a document that lists all the hardware we currently have in our office, and new software we are going to install as requested in your letter.</p> <p>I will contact you later this week to schedule an appointment. Please, let me know if you need any additional information before our meeting.</p> <p>Looking forward to hearing from you soon.</p> <p>Best regards, /signature/</p> <p>Tomas Fielder, Project Coordinator</p>	<p><i>State your purpose</i></p> <p><i>Explain the information you have</i></p> <p><i>Request action, conclude</i></p>
--	--

1. Read the following letter. Identify the subject and the purpose of the letter.

Dear friends and colleagues:

I am pleased to share with you that the Indo US Collaborative for Engineering Education (IUCEE) E-Learning Kits coming out of our two successful Leadership Institutes are being completed and beginning to be shared with colleagues not only in India but globally.

We will have the opportunity in Budapest in October to see some of this work and you may want to seriously consider purchasing them for your respective organizations.

Be sure to let me know if you have any questions or direct your inquiries directly to Krishna Vedula.

Warm personal regards,

Hans

2. Read the following letter. Identify the subject of this letter. Split it up into paragraphs to make the letter easier to read.

Dear Ms Mason

I understand that your course holds two-day workshop for Technical Writing and I should be grateful if you would kindly send me details, together with an indication of the cost and dates for the next month. The organization for which I work is too small to have its own training program, and I am anxious to improve my writing skills, especially in preparing technical specifications. I truly believe that your course and your experience will help me improve my professional skills and save time in self-learning.

My email address is Richard.jones@hotmail.com

I look forward to hearing from you.

Yours sincerely

*Richard Jones
Senior Engineer*

3. The letter was sent as an email attachment by a tutor to an engineering student who is the leader of a project team. The essential information is included, but it is not easy to identify the main subject.

Try to identify the subject. Reorganize and rewrite this letter in a more appropriate way.

Hello Josef,

I need to be informed about possible risks which are associated with your project, remembering that if you take equipment away from supervised areas special measures are necessary. Let me know the steps you propose to deal with them. Watch out for: electric shock and insulation and protection, fire risks and where you intend to keep fire extinguishers and other fire-fighting equipment; if frail or other highly stressed components are involved they must be protected against. The first time new equipment is used, your project supervisor must be present.

If you have problems with necessary safety measures, I will assist you.

*Best wishes,
Pr. Yablonev*

Note: Reprinted from “*Writing for Engineers*”, 3rd ed. by Joan van Emden, Palgrave Macmillan, 2005.

4. Consider the following statements. For whom were they written? What are the differences between the two?

1. Information systems is a very broad field involving many separate fields of computer engineering.
2. Information systems is an interdisciplinary field which involves the traditional disciplines of computer engineering: database management systems, expert systems, programming systems, CAD systems.

Write a one-sentence definition of a term of your field for two different audiences: one will be graduate students in a totally unrelated field, while the other consists of fellow students in your own graduate program. Exchange your definition with a partner and discuss how your definitions differ.

Note: Adapted from “*Academic Writing for Graduate students*”, Michigan University, 2003

5. The following letter was written by an engineering student to his tutor. What is the purpose of the letter? Reorganize and rewrite this letter to make the intention of the author easier to understand.

Dear Pr. Yablonev,

I am a student of gr. 8M345. I major in Networks and Telecommunication. Unfortunately, I could not pass in time a course paper on your subject. It's my fault I know, and I promise to do it as soon as possible. To my regret I've already missed two classes this semester for reasons beyond of my will.

I don't have any contacts of my groupmates, hence, any opportunity to know the assignment. I would be grateful to you if you help me. And I will be able to study it on my own.

*Best regards,
Daniel Nikitin*

6. Divide the very long sentence below into shorter, better constructed sentences without changing the meaning. Rewrite this letter. Mind the rules of business letter organization.

Dear Mr. Harbold,

Being responsible for accidents prevention, I am anxious about the fact that engineers who work very long hours may suffer long-term effects on their health especially if their work is very intensive and involves responsibility for other people, perhaps younger staff who are less experienced and who need a great deal of supervision and the senior engineers may also be using delicate machinery which requires intense concentration. I think this state of affairs is unwise from an employer's point of view because of the risk of accidents. I enclose some proposals on how to provide safety measures at working stations. You can find the draft in the attachment.

Sincerely,

John Davis

Safety Engineer.

Note: Reprinted from “*Writing for Engineers*”, 3rd ed. by Joan van Emden, Palgrave Macmillan, 2005.

Writing Practice

1. Write your own business letter taking into account four considerations of business letter organization:

- a) subject;
- b) audience;
- c) purpose;
- d) style.

Choose one of the following topics:

1. You have the proposal for organizing the international students' workshop (the topic what you are interested in) and you are seeking for partners.

2. You reviewed the report you submitted a day ago and you found out some mistakes. You need to inform your boss about it.

3. You have passed the interview and you need to write a 'thankyou' letter where you will appreciate the interviewer for his/her time and express your continued interest in this job position.

Phrase bank

I am writing on behalf of.....(my English class)

I am writing in response to your article.../with reference to your letter of 3rd May....

I am writing to complain about /inform you /apply for /apologize for ...

I would be grateful if you....

I would like to take issue with the statement made by....

I am writing to let you know about a marvelous opportunity to express my interest /concern in....

I have a great pleasure in

To begin with....

In terms of/In a sense of....there is a pressing need for...

Therefore, ...

When it comes to...

Thank you very much for giving me a chance....

Contact me at....

Do not hesitate to contact me at....

I look forward to hearing from you soon.

UNIT 2. COVER LETTER

Cover letters are normally brief, just one page to introduce the applicant and summarize the attached proposal. The cover letter should make a specific request, explain the proposal's relationship to the funder's guidelines, mention any prior contact or relationship with the funder, describe the contents of the proposal package, briefly describe, in two to three sentences, the project proposed, and request a meeting or offer to provide additional information. Include in the letter the name and phone number of a contact person.

Step-by-Step Guide

Step 1: The first paragraph traditionally indicates why the project is a good match for the funder's guidelines and refer to any relationship with the funder (Did you meet with a program officer? Do you know a board member? Did you hear a foundation representative speak at a conference?). You may also include here the content of your proposal package.

Step 2. The body of the Cover letter should give a summary of the project and the "ask amount". Here you also specify your qualifications for the programme. Feel free to use bullet points to highlight your skills or accomplishments. It's perfectly acceptable to use the next 2 paragraphs to explain why you're right for the granting, however, you should not exceed 4 paragraphs total.

Step 3. In the last part of the letter direct the reader to your enclosed CV. Follow with your availability for further contact. Next, thank them for their time and give your contact information: phone number and email.

Step 4. When you feel a need to indicate the content of your proposal package you may do it in *Enclosure*

Note: Adapted from http://www.grantproposal.com/proposal_cover_inner.html

Sample Cover Letter

05.10.2007

Grant Administrator
The Bethlox Foundation, Inc.
P. O. Box 915048
Longwood, FL 32791-5048

Dear Grant Administrator,

Please find enclosed an application and supplementary documentation for review by the commission of The Bethlox Foundation. My hope is that the Foundation will approve the proposal and provide scholarship support that will enable me to continue my Master research as well as develop a syllabus in Academic Writing for East State University.

Having recently completed my Bachelor's Degree in Linguistics at East State University, I have carried out a research in the latest tendencies in business writing and produced and presented teaching materials for both specialist and non-specialist audience.

Due to the need of East State University in Academic Writing course and taking into account my prospects for a career of a university professor I was entrusted with development of a syllabus and teaching materials for the course. Opportunity to continue my research at Bethlox University under the supervision of world-known specialists will greatly add to the success of this work. Being able to move to an English-speaking country I will also improve my English language skills, which comes in line with the objectives of your grant programme.

The requested grant of \$36,000 intended for scholarship support will help relieve the high cost of tuition at the Bethlox University in the two coming academic years in addition to the travel and accommodation expenses that will be covered by East State University.

Included with this cover letter is Preliminary Budget, Statement of Purpose and Motivation, List of Publications and CV, as required in your guidelines.

Thank you for taking time to consider this grant request. I will be happy to respond to any questions you may have at (932) 215-8874. My e-mail is clouder_ben@hotmail.com, if it is more convenient for you.

Sincerely

Ben Clouder

Date

Inside address:

Name

Street Address

City, Country, Zip Code

Salutation

Body of the letter:

Statement of Request

Background information

Summary of Need

Relationship with the funder

Request for grant

Content of Proposal Package

Conclusion:

*Thank you
Contact information*

Complimentary Close

Signature

Name

Note: for more cover letter samples see Appendix D.

Look at the example above. Identify the parts of the following cover letter as in the example.

<p>January 18, 2009</p> <p>Ms. Executive Director Grant Funders Foundation 9 Avenue, Anytown, GA 04999</p> <p>RE: HIV awareness proposal</p> <p>Dear Ms. Executive Director, Grant College is pleased to present the enclosed proposal for your review. We hope to partner with you to raise awareness of HIV issues at our school. Grant College has over 500 at risk students.</p> <p>The objective of this proposal is to help all students at Grant College be aware of the dangers of HIV and prevent the spread of it.</p> <p>Over the last few years, we've instituted several educational programs with small groups of students. We've seen noticeable improvements with most of the students who participated. Our program provides students with the information they need and the support system to give them the strength to make the right decisions.</p> <p>We've recorded impressive success and we believe the time is right to expand our program to more students. This proposal requests \$149,200 in funds to hire 2 new staff, add a phone system, three new computers, and set up a peer support team. We will also need training on the computers.</p> <p>We appreciate Grant Funders Foundation taking an interest in helping our students move forward with their lives by making smarter, informed choices about life changing decisions. It is essential students are informed about the impact HIV can have on their lives.</p> <p>Thank you,</p> <p style="text-align: right;">Joanne Soars, HIV programme coordinator Grant Colledge 7th Street Townville, Canada 78536</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Note: Retrieved from <http://grantprofessionals.org/articles/articles-information/sample-of-grant-proposal-cover-letter-for-hiv.aspx>

ACADEMIC WRITING SKILLS

Formal and informal letters

1. Read the extracts and answer the questions.

- a) What is the purpose of each letter?
- b) How do they differ?
- c) How would you end extracts 1, 2 and 3?
- d) How would you begin the extracts 4 and 5?

1. Dear Mr Miller,

I received your kind invitation to the reception. Unfortunately, owing to other commitments, I will be unable to attend...

2. Dear Ralph,

I just got your invitation to the company's event. I'm afraid I can't make it because I've already made plans which I can't change...

3. Dear Sirs,

I am writing to complain about the poor quality of the items which I received from your company. I have no other alternative but to cancel the order which I placed earlier this week...

4. ... thus, I recommend that you accept this advice as the matter. I am sure that the suggestion offered is the best solution. Please let me know if this was helpful.

Yours sincerely,
Lee Jones

5. ... I would appreciate a reply at your earliest convenience. I look forward to meeting you to discuss employment opportunities.

Yours faithfully,
Nicole Porter

Styles in Formal and Informal Letters

1. Here are the characteristics of formal and informal style mixed. Classify them in the appropriate way to fill in the table below.

Informal style	Formal style

In which style can be used:

- 1) contracted forms;
- 2) modal verbs, (may, might, could, would), modal verbs (can, will, need);
- 3) hesitation fillers (well, you know...);
- 4) more frequent use of the passive voice;
- 5) idiomatic English;
- 6) impersonal pronoun (one), personal pronouns (I, you, we);
- 7) phrasal verbs;
- 8) lexical verbs (seem, appear, suggest, indicate, assume, believe);
- 9) euphemisms (the use of a word or phrase to replace another and that is considered less offensive or less vulgar than the word or phrase it replaces);
- 10) complex grammatical constructions;
- 11) less complex grammatical constructions,
- 12) active voice;
- 13) modal adverbs and adjectives (perhaps, probably, possibly, apparently, probable, possible, uncertain).

3. Read the two models and find out which model uses or includes:

- | | |
|----------------------------------|------------------------------|
| 1. an impersonal style | 6. formal language |
| 2. only facts | 7. short or contracted forms |
| 4. examples of the Passive voice | 8 a short, zappy style |
| 5 examples of colloquial English | |

<p>Model 1 Dear Madam,</p> <p style="text-align: center;">I am writing on behalf of “World Travel” in response to your request for information on holidays in the Caribbean.</p> <p>A two-week package to the peaceful island of St. Kitts is being offered by our agency for only \$3,000. This island satisfies all your requirements, as it is quiet and has little tourism.</p> <p>In addition, transport is available should you wish to explore other islands in the Caribbean. All travel plans can be arranged through our office.</p>	<p>Model 2. Dear Jane,</p> <p style="text-align: center;">A quick note to help you decide where to hang out over the holidays.</p> <p>Bill and I went to St. Kitts last summer and it was great. It’s a small, quiet island that hasn’t been overrun by tourism yet, so you can really get a feel for the local culture. You can hop over to other islands too, because there are boats leaving St. Kitts every few hours. If St. Kitts is too quiet, you can go to any party in St. Martin. Happy to give you the number of my travel agent if you’re interested.</p>
--	--

Please contact our agency immediately should you require more information.	Give me a ring so we can have a chat about it.
Yours faithfully, Jane Douglas	Love, Patricia

Note: Reprinted from “*Mission 2*” by Virginia Evans and Jenny Doodley, Express Publishing, 2000.

4. In the following passage, the writing style varies between informal and formal. Rewrite the passage, make it consistent in a formal style which would be appropriate for an official document.

The members of the team have done three experiments so far, but at the end of the day they may not get results they expect. If the results are inconclusive, they may have to start again from scratch and repeat all work again. It’s a pity they didn’t bother to take advice from more experienced engineers’ right back at the inception of the project. Documentation was indisputably available which would have shown the necessity of further preliminary investigation. Could this waste of time have been prevented? It seems probable, if the aforementioned proposal for an initial feasibility study had been implemented at the beginning.

Note: Reprinted from “*Writing for Engineers*”, 3rd ed. by Joan van Emden, Palgrave Macmillan, 2005.

Writing Practice

5. Write a cover letter for one of the grant proposals on pages 7 and 8. Mind the style and the way how to organize the information in this type of letter. Use phrases from p. 29.

Phrase Bank

I am writing to apply for the position as...

Please find enclosed documentation for....

I am pleased to present the proposal for...

Due to the need of...

...that comes in line with the objectives of the program.

To begin with....

In terms of/In a sense of....there is a pressing need for...

As my curriculum vitae shows, I have....

My interest in ... has grown out of recent experience in...

I have included my curriculum vitae and would be happy to send you additional materials such as...

Contact me at...

Do not hesitate to contact me at...

Thank you for taking time to consider my request.

I will be happy to respond to any questions.

I look forward to hearing from you soon.

Check list

- Did you make your cover letter brief?
- Did you use the form of address and title of the contact person as they appear in the Call for Proposal?
- Did you refer to the project title as it appears in the grant proposal?
- Did you mention how your grant fulfills the funder's requirements?
- Did you state your needs and required sum?
- Did you enumerate supporting documents?
- Did you summarize, thank or restate in the last part of the letter?
- Did you state your willingness to forward additional materials?
- Did you use a clear, informative tone?

UNIT 3. APPLICATION FORM

Many grant agencies ask prospective actors to apply using a standard application form. This enables a reviewer to compare applicants on a like-with-like basis in terms of their approach to a standard form. When you fill in an application form, imagine a systematic reader checking that you meet clearly set criteria. Here is the step-by-step guide to a successful application:

Step-by-Step Guide

Step 1: Read the whole application form. Make sure you understand all sections.

Step 2. Strictly follow the instructions in each section.

Step 3. Write the requested information as it appears in your documents (passport, diploma, etc.).

Step 4. Some section of the application form may not apply to your circumstances. You should only fill in the blocks that are relevant to your case.

Step 5. Use simple phrases. Give complete and concise answers.

The Application below has been rejected by a granting agency. Edit the form to make it eligible.

Student Application Form

EUROPEAN MASTER IN COMPUTER VISION AND ROBOTICS

Academic year 2007/2008

This application should be completed in black in order to be easily copied and/or faxed

Student Personal Data

FAMILY NAME	POPOV	First Name	ANDREY V.
Date of Birth	08/07/81	Nationality	RUSSIAN
Place of Birth	KAZAN		
Sex	M		
Current address	420043 RUSSIA, TATARSTAN, KAZAN, KALININA STR. 65-12.	Permanent address (if different)	
City	KAZAN	City	
State/Province	TATARSTAN	State/Province	
Zip/Postal Code	420043	Zip/Postal Code	
Country	RUSSIA	Country	
Phone	293-36-71	Phone	
E-mail	POPOV.81@HOTMAIL.COM	E-mail	
Current address is valid until	n/a		

Cursus and Experiences

Last degree/Diploma awarded, mention and year
DIPLOMA OF ENGINEER, 2007

Name of Institution
KAZAN STATE TECHNOLOGICAL UNIVERSITY

Actual ECTS Credits

Precedent university degrees awarded (Please fill the board)

Name of degree	Year	Institution	Mention/Rank

Have you received prizes or awards during your cursus?

1. CERTIFICATE OF PARTICIPATION AT THE STUDENTS CONFERENCE "YOUTH AND IT", KSTU, MARCH 2005
2. SECOND BEST AT THE COMPETITION "TECHNICAL TRANSLATOR", KSTU, JUNE 2006
3. BEST PROJECT AT THE COMPETITION "PROJECT MANAGEMENT FOR ENGINEERS", KSTU, DECEMBER 2006

Professional experience (year, job, firm, country, dates)

1. TECHNICAL ENGINEER, LABORATORY OF INDUSTRIAL ELECTRONICS, KSTU, SEPTEMBER 2006 - JUNE 2007
- 2.
- 3.
- 4.
- 5.

More experiences (see the CV attached)

Other (if you want to add something)

Have you already studied abroad? Yes ; No (check off your choice)
If yes, please indicate the country, context and dates

Language Competence

Mother tongue RUSSIAN

Other languages, level (written, read, spoken), results of language's test(s)

1. ENGLISH, FLUENT
2. GERMAN, CAN READ AND TRANSLATE WITH DICTIONARY
- 3.

I attest on my honour that all information given here are true.

Place and date: KAZAN, RUSSIA, JUNE 20, 2007

Signature of the applicant:



ACADEMIC WRITING SKILLS

Capitalization

There are many rules to capitalization. Most people know the basics of capitalization such as capitalizing first letter of the first word at the beginning of a new sentence, but when is capitalization appropriate in other situations? Outlined below is a comprehensive guide providing rules and examples to proper capitalization in Academic Writing.

Academic Degrees

Capitalize abbreviations of degrees and use periods/full stops; use lower case when referring to spelled-out degrees in general and capitalize when they follow a name.

He introduced Orlando Cruz, Bachelor of Science.

Orlando is pursuing a bachelor of science in civil engineering.

Tom went on to earn a bachelor's degree in biology.

She has an M.S. degree in technical writing.

Academic Departments and Administrative Offices

- Capitalize names of societies, associations, companies, chairs, institutes, departments, etc.

The Software Engineering Institute hosts seminars.

The University Center opened in 1996.

The Department of Special Events organizes commencement.

- Use lower case for the words "club", "society", "association", "company", "foundation", "institute", "department", etc. when they stand alone.

The institute will welcome dozens of affiliates.

The center has an indoor pool and a rotunda.

She's been with the department for three years.

- Capitalize the field when it is used to mean the department, division or office specifically; use lower case for the field when it is used in a general sense.

She's a professor in the Department of Physics.

She's a physics professor.

She works in student affairs. (the field)

She works in the Student Affairs Office. (the university office)

Point Form

There is no hard rule to capitalization when using a "point form" to list your points. Choose whichever looks best esthetically within your document. As a general rule to using "point form," use a numbered list when order is important and use a bulleted list when the order of the points is not important.

Academic Ranks and Titles

- A person's title is capitalized only when used before the name

John Doe, colonel in the army, was the chief guest at the function.

Colonel John Doe was the chief guest at the function.

- Capitalize titles when used as a means of personally addressing the individual.

*Please give me your opinion on this issue, Professor.
Please be completely honest with me, Doctor, about your prognosis.*

- Titles following a person's name should appear in lower case.

Jeff Bolton, vice president for business and planning and chief financial officer, will host the reception.

- Do NOT capitalize academic titles and ranks when they stand alone (i.e. without a person's name). For example: doctor, professor, judge, etc.

Her years of hard work were acknowledged when she earned the rank of university professor.

Book and Document Titles

Capitalize all principal words (nouns, pronouns, adjectives, verbs, adverbs) and first word in book titles.

Gone With the Wind by Margaret Mitchell.

U.S. Constitution, American Lung Association Annual Report

Hyphenated Words in Titles

- A general rule is to always capitalize the first unit and capitalize the second unit if it's a noun or adjective or if it has equal balance with the first unit.

"Twentieth-Century Poets in South America", "City-States in Nineteenth Century Europe"

- The second unit should be in lower case if it's a participle modifying the first unit or if both units constitute a single word.

"Medium-sized Companies with Unions", "English-speaking People throughout Asia"

Classes, Courses and Programs

Capitalize academic subjects only when referring to the specific course's full name and number. Do not use quotation marks around course titles. Do not capitalize fields of study:

Carol Cabrizzi was hired to teach Philosophy of Logic.

The committee reported on the graduate program in history.

I need to write my research proposal for my literature class this weekend.

The Advanced Literature class doesn't have enough students in it.

Semesters

Do not capitalize semesters in text.

Spring Carnival takes place during the spring semester; homecoming occurs in the fall semester.

Acronyms

Generally, it's fine to use acronyms if you feel they're commonly recognized or if it helps avoid repetition. But always spell out the full name, title or phrase the first time you refer to it in text, followed immediately by the acronym in parentheses.

The National Science Foundation (NSF) funded the magnetic levitation (maglev) proposal and the large electron positron (LEP) project. Through NSF-funded projects like maglev and LEP, our university keeps its leading edge.

Note: Adapted from <http://www.libraryonline.com>; <http://www.grammarbook.com>; <http://www.cmu.edu/styleguide>

1. Look at the sentences below and explain each underlined case of capitalization and use of low case:

1. LA University is an accredited international university offering the Bachelor's Degree program in 71 different majors.
2. Computer Science Head of Department Prof. Anthony Finkelstein has been awarded the prestigious Oliver Lodge Medal by the Institution of Engineering and Technology.
3. In the University Hospital of Hamburg, our attention is centred on our patients. The hospital's medical treatment, science and research have an excellent international reputation.
4. The Dean's University Council meets one time in fall semester.
5. In Introduction to Photoshop class, we will cover the basics in Photo-shop.
6. A major in computer systems is for students interested in knowing how to make computers solve problems and process information, rather than just using computer technology.

2. You are going to read an information letter downloaded from <http://www.uni-saarland.de/en/> , an official website of the Saarland University, Germany. Capitalize words in the article where necessary.

Saarbrücken Computer Science welcomes you!

Saarbrücken is an international research-oriented center for computer science. Researchers at saarland university cooperate closely with the max planck institute for informatics, the max planck institute for software systems, the german research center for artificial intelligence (dfki) and the center for bioinformatics. These internationally renowned research institutes are co-located on the saarbrücken university campus, neighbours to the computer science department with its 19 chairs. All in all, more than 300 researchers in computer science have made their academic home in saarbrücken. Many works on common projects are funded by the german government, the european union or industrial partners. In October 2007, saarbrücken computer science was awarded two major grants in the framework of the initiative for excellence program of the german federal and state governments, which will help us continue to build and secure our international scientific and academic standing.

Both undergraduate and graduate students from around the world find a stimulating computer science environment in saarbrücken. The broad range of research areas - from computer graphics to artificial intelligence to software systems - is reflected in the rich course offerings. The close collaboration between the university and the co-located research institutes also has a positive impact on the teaching curriculum. Not only the university professors and senior scientists but also the directors and research staff of the max-planck and dfki institutes are actively involved in lecturing on current research topics. Computer science students seeking a career in industry are given the necessary theoretical background and can participate in projects supported by industry, an opportunity to forge contacts with potential employers. For those students and graduates striving for a career in research, saarbrücken offers an ideal environment to pursue their own research topics and network with universities and research institutes all around the world.

Implemented by the faculty of computer science saarland university is able since the winter semester 2005/2006 to offer a program of study for one of the most attractive and growing business sectors worldwide. The final bachelor or master degree on computer and communications technology not only will give you excellent opportunities in vastly growing markets like information technology, telecommunication & internet, it will guarantee international experiences and international acceptance by having parts of the bachelor and all of the master program of study lectured in english.

Writing Practice

1. Find one online application form which is accompanied European Master Programmes and complete it properly.

The following websites can help you to find the appropriate programme:

<http://european.computational-logic.org/>

<http://grants.nih.gov/grants/forms.htm>

http://www.asp.uni-jena.de/Master_Course-p-15/

http://www.eustrainingsite.com/open_courses.php

Checklist

- Did you strictly follow the instructions to the Application Form?
- Did you proofread your answers?
- Did you check the meaning of all unknown words in the Application?
- Did you use full names instead of contractions?
- Did you make the form legible?
- Did you date and sign the Application Form?

UNIT 4. REFERENCE LETTER

A reference letter is the essential component of a grant proposal. Almost all grant agencies require reference letters or recommendation letters to get a full assessment of applicant's qualities, characteristics and capabilities.

It still remains a confusing point for the average person if there is the difference between these two letters. Over the years the line between two types of letters has become blurred and now many people and institutions use the two terms interchangeably. As far as those organizations are concerned both letters are exactly the same things. If you deal with a certain type of organization, use their terminology and not to convert it into your terminology. In other words, those who use the term "recommendation letter" ALWAYS use that term, those who use the term "reference letter" ALWAYS use that term. Originally "reference letter" is general in nature and is not normally addressed to a specific requestor. A reference letter traditionally starts: "To whom it may concern", or "Dear Sir/Madam". As other types of letters, a reference letter has its own structure.

Step-by-Step Guide

Step 1: The first paragraph of a reference letter explains your connection to the person you are recommending, including how you know him/her and why you are qualified to write a reference letter to recommend him/her.

Step 2: The second paragraph contains specific information on the person you are writing about, including why he/she is qualified, what he/she can contribute to university, college, or company. Choose two to three qualities that you observed in the applicant. In discussing those qualities, support your statements with specific instances. If you feel that you must mention about a shortcoming of the applicant, state clearly then why you recommend the applicant anyway. Be complimentary and positive.

Step 3: The third paragraph includes information on how the person's skills match the position he/she is applying for.

Step 4: Close the letter by reiterating that you recommend the applicant by a phrase "highly recommend" the person or "recommend without reservation".

Step 5: The conclusion paragraph contains an offer to provide more information. Include a phone number and email address and your signature.

Note: Adapted from: <http://www.writinghelp-central.com/reference-letter-defenition.html>

Sample Reference Letter

May 29, 20XX

To whom it may concern:

Reference letter

I am writing this reference at the request of Laura Tommazi who is applying for the Leonardo Program “Communication in Art”.

I have known Laura Tommazi for 2 years in my capacity as a teacher at the University of Milan. She has taken two courses that I teach: “History of Italian Art” and “Cultural Studies”.

As a student she was hard-working and highly committed to her education. I believe that her excellent transcript will attest to that fact.

In addition, she was always involved in a number of extra-curriculum activities such as students’ conferences, sport competitions and summer campuses.

Laura has good written and verbal communication skills. She can establish a wonderful rapport with people of different age and diverse background. She can work in a team and independently. She accomplishes the tasks with great initiative and with a very positive attitude. She is not afraid to face new challenges and situations.

I believe that Laura would be a tremendous asset to the program and I confidently recommend her for graduate study which would tap the skills referenced above.

Please feel free to contact me if you would like any additional information or perspective regarding Laura.

Sincerely,

Jane Doe
Senior teacher
University of Milan
Tel: 518-580-5888
email@university.edu.com

Date

Salutation

Introduction

Relationship with an applicant

Applicant’s skills and experiences

Recommendation

Conclusion

*Signature
Contact information*

Look at the example above. Identify the parts of the following reference letter as in the example.

<p>October 17, 20XX</p> <p>To whom it may concern:</p> <p>It is my honour to recommend Katie Kingston who is applying for “Technical Writing” course, an educational program offered by Colorado University.</p> <p>I have known Katie for two years. She took English and Spanish from me in Smithtown Middle School and earned superior grades in those classes. Based on Katie's grades, attendance and class participation, I'd rate Katie's academic performance in my class as superior.</p> <p>Katie brings to all her activities energy and commitment. She has such enthusiasm for what ever task is set before her. She is willing to share her knowledge and skills with anyone who wishes to learn more. She was one of the organizers of mini conferences for undergraduate students and round-table discussions on the professional issues. It may consider as a good start of implementing her manager abilities.</p> <p>Katie is a true “life-long” learner, she loves to learn! She has the type of personality that is needed to work with a team or alone. She does not seek recognition for the task she performs; her pleasure comes from understanding a new concept.</p> <p>In conclusion, I highly recommend Katie Kingston for this academic course. She will be a valuable asset to any university.</p> <p>If you have any questions, please do not hesitate to contact me at 555-5555 or by email at email@email.com anytime.</p> <p>Sincerely, Susan Samuels Teacher, Smithtown Middle School</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Note: Adapted from: <http://www.naceweb.org/public/reference7.html>

Note: for more reference letter samples see the Appendix D.

ACADEMIC WRITING SKILLS

Positive writing

If you want to be a good writer, you need to keep into mind the following things:

• **Positive and negative connotation.** Connotation is an important language trick; it can be positive and negative. Denotation and connotation of a word is quite different things. Denotation is a dictionary definition of a word but connotation is the emotional charge of it. For example, *house* and *home* have similar denotations, but quite different connotations. *A house* is a structure one lives in, but *a home* all the emotional energy of comfort, security and perhaps family. So it is better to say when you characterize a person – *he is very determined* than *he is very stubborn*.

• **Positive tone in writing.** If the objective of the piece you are writing is to position yourself or your company in a positive light, focus on positive things like solutions, not problems, on benefits and possibilities, not threats and risks.

• **Positive word forms.** Avoid using negative forms of words like *can't*, *won't*, *doesn't* etc. it can be achieved by transformation of a sentence.

Look at how the following sentences can be transformed:

- He's not a bad guy – he's a great guy;
- This wine doesn't suck – this wine is fantastic;
- There are more than 100 people in our town who do not have access to regular free health services. - There are more than 100 people in our town who lack transportation to the free clinics.

Once you become aware of the concept of positive and negative language, you might be surprised at how often you use negative language in all types of writing and in your everyday speech. If you then purposely write in a positive tone you might be surprised at how much effective your writing can be.

Note: Adapted from <http://www.write-better-english.com>
<http://koifishcommunications.com/blog/writing-well/power-positive-language.com>

1. The words in the box below can provide different impression on a reader. Distribute them into two categories.

Positive

Negative

.....

.....

effective, fairly, painful, arrogant, imaginative, jealous, shrewd, reliable, experienced, high, intelligent, cunning, reasonable, sly, down-to-earth, significant, strange, decent, expressive, direct, creative, efficient, cooperative, assertive, dependable, innovative, weird, enthusiastic, permissive, insolent, innocent, talkative, sociable.

2. Choose one characteristic from the box above and make up a supporting statement with specific instances in which an applicant demonstrated this attribute. Read your sentence aloud. Do not name the characteristic itself; let your group guess it.

Example: (cooperative) Jane not only participated in every rehearsal; she also made herself available to other actors and actresses for impromptu rehearsals and practices, thus inspiring the rest of the cast to even greater efforts and success.

3. Study the following list of attributes (compiled by the National Association of Colleges and Employers) considered as excellent points to address when writing a letter of reference and fill in the right column. The first has given as an example.

Characteristic

Adjective

a. ability to communicate	-	communicative, sociable
b. intelligence	-
c. self-confidence	-
d. willingness to accept responsibility	-
e. initiative (as a noun)	-
f. imagination	-
g. flexibility	-
h. goal achievement	-
i. appropriate vocational skills	-

4. Look at the list of the adjectives describing people character and match them with the words in the right column which have the same meaning but positive connotations.

obstinate, stubborn	economical
mean, tight-fisted, miserly	self-assured
arrogant, self-important	broad-minded
aggressive, bossy	innocent
peculiar, weird, odd	original
blunt, abrupt, curt	ambitious
permissive, unprincipled	determined
naive	assertive
vain, pushy	direct, open

Note: Adapted from: “English Vocabulary in Use” by M. McCarthy, F. O’Dell. Cambridge University Press.1999.

5. Think of a negative characteristic that you might include into a reference letter and build up a sentence which turns the weakness into strength as shown in the example.

Example: a. (stubborn)

Occasionally, her fortitude and persistence can turn into stubbornness, but I believe that her good nature and broad-minded will prevail.

b. (shyness)

The only fault I have encountered in him is his retiring nature. His modesty sometimes hides him as a young man of remarkable strength and broad interests.

Writing Practice

1. Write a reference letter for one student from your group. See Appendix C on the page 83 for the reference template. Try to apply the positive language. Use phrases from p. 68.

Phrase Bank

I have had the pleasure of working with for 3 years while...

I have knownin a variety of capacities for many years.

I am writing this reference at the request of

I have known for 2 years in my capacity as a

It is my honour to recommend ... who is applying for ...

She brings to all her activities energy and commitment.

As a student /manager /holiday representative, she is ...

To be highly committed to ...

To have good written and verbal communication skills, e.g. Her communication skill,
both

written and verbal, are excellent.

In addition, she is ...

To be organized and extremely competent

To be an excellent person to have around

To be dependable and conscientious

To have /establish a good rapport with other students

Due to her sociability...

I truly believe that to have such a flexible person /a competent specialist would be a
valuable /tremendous asset to....

Contact me at.../do not hesitate to contact me at....

I highly /confidently recommend him to...

I have no hesitation in recommending her to ...

I am pleased to recommend her to ...

Checklist

- Did you show that you know an applicant enough to recommend him/her for a job position or academic/grant program?
- Did you mention about your credentials?
- Did you include salient information about the applicant?
- Did you say about his/her strong skills and qualities which are appropriate for this position?
- Did you write your letter in a positive tone?
- Did you construct the letter correctly, according to the structure given?
- Did you proofread your letter, correct grammar and spelling mistakes?
- Did you date and sign the letter?

UNIT 5. LETTER OF MOTIVATION

A motivation letter expresses your impetus why you are applying for a certain program or job position. You need to picture your motivating factors to convince the institution or company, agency that they need to have you. Traditionally a motivation letter focuses on the following parts:

- *Introduction i.e. general welcome, name, age, nationality, a place of study, a place of work;*
- *Education and skills i.e. university course, qualification, and skills you possess etc.;*
- *Past relevant work experience, and previous internships completed;*
- *Area/field you would like to investigate, example of tasks you would like to complete and what you hope to learn and achieve.*

The letter should not be too short or too long – A4 page is enough to get the organizers to notice you. Do not just copy what you have said in other documents that you submit each letter pursues its own purpose.

Step-by-Step Guide

Step 1: In the first paragraph you should introduce yourself, saying about your current position in a company or university. Focus on your major and a degree you are going to obtain or have already obtained. Think of how all that makes you suitable for the program/position you are applying.

Step 2: The second paragraph contains the information about your professional goals and explains the connection between them and your studies. You should present your long-term plans, and say how the program you are applying for will help you achieve these goals.

Step 3: Beyond the particular skills required by each program, a motivation letter should show you as a clear-headed person, highly motivated and committed to learning. The third paragraph indicates your motivating factors to study at the university you apply for and explains your desire to continue your education there.

Step 4: Summarize all the facts you presented in order to convince finally organizers that you meet their requirements properly.

Step 5: The concluding sentence contains some words of gratitude to the admission committee for time they paid to you.

Note: Adapted from <http://www.gotostudyabroad.com/study-abroad.htm>

Sample Motivation Letter

<p>10.10.2007</p> <p>To the referee: Grant Administrator The Bethlox Foundation, Inc. P.O. Box 915048</p> <p>Dear Sir,</p> <p>I am currently a junior at XX University, working towards my bachelor's degree in Computer Science and Engineering. I am writing to inquire about a possible internship opportunity with your company for the spring of 2007.</p> <p>Due to my father's occupation, I was raised and educated in Sri Lanka for more than 17 years. I attended an international school under a British curriculum and a multicultural environment. The exposure to an international environment at an early age made me grow up as a person with a diverse understanding of languages and cultures, proactive personality, and good interactive skills.</p> <p>In the future, I would like to utilize my international background to pursue a career in the field of network and telecommunication. Therefore, an internship at Telecom Company in London would greatly help me guide to my future career path. As a student, I am new to the field of network and telecommunication. However, I am very much eager to learn and expand my skills in this area.</p> <p>I strongly believe that with the combination of my experiences, education, and motivation I am an appropriate candidate for the internship and would greatly contribute to you and your organization.</p> <p>I would be very grateful if you accepted my application form for your consideration.</p> <p>I look forward to working with you.</p> <p>Sincerely yours,</p> <p>Gabriella Swan</p>	<p><i>Date</i></p> <p><i>Inside Address</i></p> <p><i>Salutation</i></p> <p><i>Introduction/ Statement of inquiry</i></p> <p><i>Background information/ Personal skills</i></p> <p><i>Motivating factors</i></p> <p><i>Convincing factors</i></p> <p><i>Conclusion</i></p>
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Note: for more motivation letter samples see the Appendix D.

Look at the example above. Identify the parts of the following motivation letter as in the example.

<p>21.09.2007</p> <p>To the referee: Admission Office Oregon State University, Corvallis, Oregon 97331-4501 Academic Program: Sport Management</p> <p>USA</p> <p>Dear Sir,</p> <p>I would like to apply for a fall semester internship at your university. Currently, I am studying Sport Management and Economics in my third year at Sport University Cologne (Germany). My learning is focused on Sport Management, Marketing, Economics and Psychology.</p> <p>During my studies, I have found that Sport Management with emphasis on management strategies and public relations is prior interest for me.</p> <p>I would like to visit the United States and gain new experience in my field of study so as to broaden my horizons while enhancing my career profile.</p> <p>Completing the internship would give me an excellent insight into your educational system and it would be an outstanding opportunity for me to explore different strategies of management and practice new knowledge further in my professional life.</p> <p>Owing to my previous short-term working experience in a Sport marketing company in Sri Lanka, I gained good communication skills which help me introduce my ideas in a fluent and confident manner. Friends and colleagues all testify the fact that I relate to people easily and that I am able to adapt quickly to new environment.</p> <p>I enclose my curriculum vitae and a reference letter from the Dean of Sport</p> <p>University, Cologne.</p> <p>Please contact me if you require any further details or documents.</p> <p>I look forward to hearing from you soon.</p> <p>Sincerely yours, Max Mustermann</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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ACADEMIC WRITING SKILLS

Concise writing

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.

William Strunk Jr.

Good writing does not waste words. Every word should add a bit of meaning. A first draft will usually be “wordy” because you are concerned with getting the ideas on paper, not with writing perfect sentences. The time to get out the wordiness is when you revise. You need to cut out any needless words that may dull the reader’s interest in what you have to say.

Look at the following tips on how to write concisely.

- **Identify the most important words.**

Look at the following example:

It is a matter of gravest possible importance to the health of anyone with a history of a problem with disease of the heart that he or she should avoid the sort of foods with a high percentage of saturated fats.

Revised sentence:

Anyone with a history of heart disease should avoid saturated fats.

- **Cut out of words you do not need.**

Look at the following example:

He found his neighbour who lived next door to be attractive in appearance.

Revised sentence:

He found his neighbour attractive.

- **Pruning the redundant.**

- A. Avoid saying the same things twice.**

Look at the following example:

Many uneducated citizens who have never attended schools continue to vote for better schools.

Revised sentence:

Many uneducated citizens ~~who have never attended schools~~ continue to vote for better schools.

- B. Avoid expletive constructions. Expletive constructions begin with *there is/are* or *it is*.**

Look at the following example:

There are twenty-five students who have already expressed a desire to attend the program next summer. It is they and their parents who stand to gain the most by the government grant.

Revised version:

Twenty-five students have already expressed a desire to attend the program next summer. They and their parents stand to gain the most by the government grant.

C. Avoid a phrase that repeats itself – like “true fact”, “twelve noon”, “free gift”, “new innovations”, “3 am in the morning”, “biography of my life”, and etc.

Look at the following example:

I saw it with my own eyes.

Revised sentence:

I really saw it.

D. Avoid using wordy verbs.

a) is aware, has knowledge of → knows;

b) is taking → takes;

c) are indications → indicate;

d) are suggestive → suggests

Look at the following example:

Raising prices are indication of inflation.

Revised sentence:

Raising prices indicate inflation.

E. Avoid using vague, all-purpose nouns- like *factor, aspect, area, situation, consideration, degree, case*, which often lead to wordiness.

Look at the following example:

Consumer demand is rising in the area of service.

Revised sentence:

Consumers are demanding more services.

F. Eliminate unnecessary prepositional phrases.

Look at the following example:

The opinion of the working group.

Revised sentence:

The working group’s opinion.

G. Use simple words instead of multi-word phrases.

Instead of	Use
The reason for For the reason that Due to the fact that Owing to the fact that Considering the fact that On the grounds that This is why	Because, since, why
Despite the fact that Regardless to the fact that	Although, even though
In the event that If it should happen that Under circumstances in which	if

Instead of	Use
On the occasion of In a situation which	when
As regards In reference to With regard to Concerning the matter of Where...is concerned	about
It is crucial that It is necessary that There is a need It is important that It is incumbent upon Cannot be avoided	Must, should
Is able to Has the opportunity to Is in a position to Has the capacity for Has the ability to	Can
It is possible that There is a chance that It could happen that The possibility exists for	May, might, can, could
Prior to In anticipation of Subsequent to Following on At the same time as Simultaneously with	Before, after, as

Note: Reprinted from *Style: Ten Lessons in Clarity and Grace*. 3rd ed. by J. Williams, Glenview, IL: Scott, Foresman, 1989.

1. Underline the most important words in the following sentences. Rewrite these sentences, using a minimum of linking words.

1. To achieve good performance there should be sufficient memory, parallel disk arrays should be used, and caching.
2. Access is fast, but at the expense of slow update.
3. When we conducted the experiment it showed our conjecture was correct.
4. The compiler didn't accept the program because it contained errors.
5. We are planning to consider possible options for extending our results.
6. The status of the system is such that a number of components are now able to be operated.

Note: Adapted from *Writing for Computer Science. The Art of Effective Communication* by J. Zobel Springer, 2000

2. Look at the following sentences and eliminate any unnecessary words.

1. The only differences between the two cars are those of size and weight.
2. The defendant was accused of committing six illegal crimes.
3. He was really late to his English class due to the fact that he had to finish his math test.
4. There are two reasons that I have for not doing the homework: the first is that I had to study for an exam; the second is that I did not have the assignment.
5. I found a total of 50 students in the class.
6. She spoke in a polite way.
7. The fear that exists among many people that we are losing real communication is uncalled for.

3. Rewrite the following sentences. Avoid using expletive constructions and vague nouns.

1. It was her last argument that finally persuaded me.
 2. In a situation in which a class is overenrolled, you may request the instructor to force-add you.
 3. There is a need of more careful inspection of all welds.
 4. There are likely to be many researchers raising questions about this methodological approach.
 5. It is inevitable that oil prices will rise.
 6. I will now make a few observations concerning the matter of contingency funds.
 7. Strong reading skills are an important factor in students' success at university.
- Note:* Retrieved from <http://grammar.about.com/od/words/a/redundancies.htm>

4. Read the following motivation letter by a master student. Make this letter less wordy cutting out the redundant words.

Dear Sir or Madam,

I am writing due to the fact I have my interest in applying for a Master's Degree Programme which is planning to start in autumn 2009. I truly believe my educational background would enable me to make a very strong contribution at the University. I have to mention that I graduated in 2008 year, from Business Information Technology programme and I got a bachelor degree in Business Administration.

My learning results as a matter of fact has been always on top of my class. I have been one of the active members of the IT League Academy for the North Region of Finland where I have been involved into several projects connected with development of software. Moreover, it is my duty to say that I would like to continue my studies in order to gain new knowledge and new experiences owing to academic research and I believe a Master Degree Programme in Interactive Systems Engineering would offer me the possibility of receiving the complete picture of all aspects of this field I am going to study.

The reason for my choosing this specific Master Programme comes from the fact that in my near future I would like to get to know more things regarding, for example, Artificial Intelligence studies. I already got some ideas in my head, but unfortunately until now I did not have the right knowledge and the right tools for putting them into practice and that is why I know that this Master Programme would be an excellent starting point for me. Also if I get selected for this programme I will have the opportunity to study in an international en-

vironment, where students from all over the world can communicate and it will give me the privilege to create new relationships with some people from different cultures. I am also aware of the kind of dedication and perseverance I will need to have for achieving the best results in the field of study and I truly believe my background will qualify me for such a Master Programme.

Finally, I can say that I look forward to joining this Master Degree Programme in order to prove my abilities and gain new knowledge and skills.

I will be patiently waiting for a positive reply.

With respect,

XXXX

Note: Retrieved from <http://hubpages.com/hub/Motivation-letter-for-master-application>

Writing Practice

1. Choose a Master Programme (MSc) where you need to write a motivation statement. Your letter should not exceed one page and is to reflect the following positions:

- why you are applying for MSc programme;
- explain your reasons for undertaking graduate work;
- mention about your academic interests;
- explain your professional goals;
- your contribution to the programme.

Use phrases from p.61.

Phrase Bank

To whom it may concern:

I would like to apply for ...

My current study is focused on ...

I would like to express a great interest in studying at /applying for

I am writing to inquire about the opportunity to ...

During the past two years, I ...

The emphasis of my study was on ...

I gained new experience in the field of ...

It broadened my horizons.

It would be an outstanding opportunity for me to explore ...

Due to my background /previous experience to ...

I am able to adapt quickly to new environment.

This astounding knowledge allows me to understand better principles of .../the field of ...

To further my career aspirations I want to obtain a MD.

I was always fascinated with ...

In conclusion I would like to say that...

...it is exactly what I am looking for

I look forward to launching my new career. Should you have any questions, please contact me at...

I believe obtaining a Master's Degree will provide the necessary background for me to ...

I am eager to gain new experiences

I truly believe that the University of XX is an excellent start for an ambitious business career.

Thank you for considering my application.

I would be grateful if you accepted my application form for consideration.

I enclose my CV and a reference letter from Mr.XX.

UNIT 6. STATEMENT OF PURPOSE

The statement of purpose (SoP) is one of the most important parts of the application process. The admission committee will discern the seriousness of your intentions, your experience, and your motivation for graduate school. They seek someone who has a specific degree goal and who understands what's involved in getting that degree. They want a candidate whose ambitions do not end with the attainment of the degree, but include a career afterward that has some relationship to the degree earned. When writing your SoP, remember that YOU ARE the subject of the statement. Determine your purpose at the beginning. You need to show that you have the ability and experience to succeed in your field.

Usually graduate and professional schools are interested in the following:

- *Your purpose in graduate study*
- *The area of study in which you wish to specialize*
- *Your special preparation and eligibility for study in this field*
- *Your future use of your graduate study*

Be honest and persuasive in your writing.

Step-by-Step Guide

Step 1: The first part of SoP is a brief paragraph stating the program you want to study and your research focus.

Step 2: The second paragraph should be a summary of your college or university experiences. Briefly describe what brought about your interest in graduate study. Describe any research experience, clarifying your responsibilities, experimental results, and if you presented the findings at a conference or published them in a journal. Be specific, it is professors of your field who are reading this statement.

Step 3: The third paragraph is the most important one because it discusses why you want to go to graduate school, what you wish to study or research, and ideally, whom you would like to work with or to be taught by.

Step 4: The final paragraph will summarize your main points and re-assert your main claim. It should point out your main points, but should not repeat specific examples. Thank the admissions committee for their time. Provide your contact information.

Sample Statement of Purpose Letter

<p>I decided to attend the University of California at Santa Barbara as a Computer Science major with the intention of obtaining a Master of Science Degree.</p> <p>During high school, I was fascinated with electronic gadgets. Soon thereafter, designing and building basic circuits started as a hobby. Along the way, I realized that the problem-solving aspect of making electronic gadgets was what I enjoyed the most. Engineering was a natural career choice after this.</p> <p>When I began my undergraduate studies at Electronics and Communication department of M.K. College, subjects like Microprocessors, C-Programming, and Computer Networks interested me the most. I had the opportunity to be exposed to the full range of information technology courses, all of which tended to reinforce my intense interest in this sphere.</p> <p>I elected to do the project at National Space Research Organization (NSRO) as it has an outstanding infrastructure setup and stimulating world-class research environment. This enabled me to work with the best minds dedicated to engineering research in my country. I gained a lot from this association – in particular, an idea of how rewarding and meaningful a career in research could be. The more tangible benefits have been a deeper insight into architecture and working of microprocessors and C-programming skills.</p> <p>During my first job at the engineering company ABC, I developed a real-time monitoring system. Success on this project gave me the confidence to provide software solutions to real-time problems. I also discovered leadership skills in myself, and frequently assisted colleagues who had little or no background in computers. As an outcome of this, the company asked me to take occasional seminars on Operating Systems and C-Programming for my colleagues.</p> <p>I wish to earn a MS degree in Computer Science. I intend to follow this up with a Ph.D., and later, a career in research and teaching. I was seeking for advice from my professors about what University to choose and I decided to apply to University of California because it is reputable for its research facilities and computer resources. The department web site revealed a very strong faculty involved in extensive research in the area of Computer Science.</p> <p>I hope you will give me the privilege of continuing my studies at your fine institution.</p> <p>Signature/Name</p>	<p><i>The purpose of your statement</i></p> <p><i>The area of study</i></p> <p><i>Your experiences and skills</i></p> <p><i>Your findings and achievements</i></p> <p><i>Your future plans</i></p> <p><i>Conclusion statement</i></p>
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Note: for more statement of purpose samples see Appendix D.

1. Read the following extracts and arrange them logically to make a persuasive statement of purpose. Identify each part of the letter.

A. I am especially interested in nineteenth-century literature, women's literature, Anglo-Saxon poetry, and folklore and folk literature. My personal literary projects have involved some combination of these subjects. For the oral section of my comprehensive exams, I specialized in nineteenth century novels by and about women. The relationship between "high" and folk literature became the subject for my honors essay, which examined Toni Morrison's use of classical, biblical, African, and Afro-American folk tradition in her novel. I plan to work further on this essay, treating Morrison's other novels and perhaps preparing a paper suitable for publication.

B. In terms of a career, I see myself teaching literature, writing criticism, and going into editing or publishing poetry. Doctoral studies would be valuable to me in several ways. First, your teaching assistantship program would provide me with the practical teaching experience I am eager to acquire. Further, earning a Ph.D. in English and American literature would advance my other two career goals by adding to my skills, both critical and creative, in working with the language. Ultimately, however, I see the Ph.D. as an end in itself, as well as a professional stepping stone; I enjoy studying literature for its own sake and would like to continue my studies on the level demanded by the Ph.D. program.

C. Writing poetry also figures prominently in my academic and professional goals. I have just begun submitting to the smaller journals with some success and I am gradually building a working manuscript for a collection. The dominant theme of this collection relies on poems that draw from classical, biblical, and folk traditions, as well as everyday experience, in order to celebrate the process of giving and taking life, whether literal or figurative. My poetry draws from and influences my academic studies.

D. My decision to pursue graduate study in the United States is underscored by my desire to be a part of your institution. Having majored in literary studies (world literature) as an undergraduate, I would now like to concentrate on English and American literature.

E. In my studies toward a doctoral degree, I hope to examine more closely the relationship between high and folk literature. My junior year and private studies of Anglo-Saxon language and literature have caused me to consider the question of where the divisions between folklore, folk literature, and high literature lie. If I attend your school, I would like to resume my studies of Anglo-Saxon poetry, with special attention to its folk elements.

Note: Retrieved from: <http://owl.english.purdue.edu/owl/resource/642/02/>

2. Read the pieces of advice from admissions representatives and based on their comments write down the list of recommendations on how to write a good statement of purpose.

a) Lee Cunningham Director of Admissions and Aid The University of Chicago Graduate School of Business

The mistake people make most often is not to look at what the questions are asking. Some people prepare generic statements because they're applying to more than one school and it's a lot of work to do a personal essay for each school. On the other hand, generic statements detract from the applicant when we realize that we're one of six schools and the applicant is saying the same thing to each and every school despite the fact that there are critical differences between the kinds of schools they may be applying to.

b) Beth O'Neil Director of Admissions and Financial Aid University of California at Berkeley School of Law (Boalt Hall)

We're trying to gauge the potential for a student's success in law school, and we determine that, principally, on the basis of what the student has done in the past. The personal statement carries the responsibility of presenting the student's life experiences.

Applicants make a mistake by doing a lot of speculation about what they're going to do in the future rather than telling us about what they've done in the past. It is our job to speculate, and we are experienced at that.

Applicants also tend to state and not evaluate. They give a recitation of their experience but no evaluation of what effect that particular experience had on them, no assessment of what certain experiences or honors meant.

They also fail to explain errors or weaknesses in their background. Even though we might wish to admit a student, sometimes we can't in view of a weakness that they haven't made any effort to explain. For example, perhaps they haven't told us that they were ill on the day that they took the LSAT (Law School Admission Test) or had an automobile accident on the way. Such things are legitimate reasons for poor performance. I mean, we understand that life is tough sometimes. We need to know what happened, for example, to cause a sudden drop in the GPA (grade point average).

Another mistake is that everyone tries to make himself or herself the perfect law school applicant who, of course, does not exist and is not nearly as interesting as a real human being.

Between 1 and 5 people read each application.

c) Dr. Daniel R. Alonso Associate Dean for Admissions Cornell University Medical College

We look for some originality because nine out of ten essays leave you with a big yawn. "I like science, I like to help people and that's why I want to be a doctor." The common, uninteresting, and unoriginal statement is one that recounts the applicant's academic pursuits and basically repeats what is elsewhere in the application. You look for something different, something that will pique your interest and provide some very unique insight that will make you pay some notice to this person who is among so many other qualified applicants. If you're screening 5,500 applications over a four- or six-month period, you want to see something that's really interesting.

I would simply say: Do it yourself, be careful, edit it, go through as many drafts as necessary. And more important than anything: be yourself. Really show your personality. Tell us why you are unique, why we should admit you. The premise is that 9 out of 10 people who apply to medical school are very qualified. Don't under any circumstances insert handwritten work or an unfinished piece of writing. Do a professional job. I would consider it a mistake to attempt to cram in too much information, too many words.

d) John Herweg Chairman, Committee on Admissions Washington University School of Medicine

We are looking for a clear statement that indicates that the applicant can use the English language in a meaningful and effective fashion. We frankly look at spelling as well as typing (for errors both in grammar and composition). Most applicants use the statement to indicate their motivation for medicine, the duration of that motivation, extracurricular activities, and work experience. So those are some of the general things we are looking for in the Personal Comments section.

We also want applicants to personalize the statement, to tell us something about themselves that they think is worthy of sharing with us, something that makes them unique, different, and the type of medical student and future physician that we're all looking for.

Note: Adapted from: <http://owl.english.purdue.edu/owl/resource/642/03/>

ACADEMIC WRITING SKILLS

Paragraphing

- A paragraph is a group of related sentences that discuss one (and usually only one) main idea.
- Every sentence in a paragraph should be related to the topic announced in the opening.
- A paragraph can be as short as one sentence or as long as ten sentences. It should be long enough to develop the main idea clearly.
- Readers tend to pay more attention to the start and end of each paragraph and less to the body.
- A paragraph is marked by indenting the first word about a 1,25 sm. (five spaces on a typewriter or computer) from the left margin.

The three parts of a paragraph

The topic sentence	It states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph.
Supporting sentence	It explains or proves the topic sentence by giving more information about it.
The concluding sentence	It signals the end of the paragraph and leaves the reader with important points to remember.

Paragraph structure

1. Read the paragraph and answer the questions below.

The volume of the information has been rapidly increasing in the past few decades. While computer technology has played a significant role in encouraging the information growth, the latter has also had a great impact on the evolution of computer technology in processing data throughout the years. Historically, many different kinds of databases have been developed to handle information, including the early hierarchical and network models, the relational model, as well as the latest object-oriented and deductive databases. However, no matter how much these databases have improved, they still have their deficiencies.

Note: Retrieved from Writing for Computer Science: The Art of Effective Communication, by J. Zobel, Springer. 2000.

- What is the topic of the paragraph?
- What main points does the writer make about the topic?
- What are the supporting sentences?
- What is the concluding sentence?
- What is the function of the concluding sentence?

Position of topic sentences

The topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. Readers who are used to the English way of writing want to know what they will read about as soon as they begin reading. Experienced writers usually put the topic sentence at the beginning of a paragraph but it can be also used in other locations.

2. Read the scrambled paragraph and decide which sentence is the topic sentence. Try putting the topic sentence at the beginning of a paragraph, then at the end.

_____ a. Similarly, a person wants to be slender but not skinny, aggressive but not pushy.

_____ b. For example, the words *stingy* and *frugal* both mean “careful with money”.

_____ c. Synonyms, words that have the same basic meaning, do not always have the same emotional meaning.

_____ d. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonyms at all.

_____ e. However, calling someone stingy is an insult, but calling someone frugal is a compliment.

Recognizing topic sentences

Remember that a topic sentence is a complete sentence and is neither too general nor too specific.

3. Read the sentences in each group, and decide which sentence is the best topic sentence. Write *TS* for the best topic sentence on the line next to it.

Decide what is wrong with the other sentences. They may be too general, too specific, or incomplete sentences. Write *too general*, *too specific*, or *incomplete* on the line next to them. The first one has been done for you as an example.

Group 1

Too specific a. a lunar eclipse is an omen of a coming disaster.

Too general b. Superstitions have been around forever.

Best TS c. People hold many superstitious beliefs about the moon.

Incomplete d. Is made of green cheese.

Group 2

- _____ a. The history of astronomy is interesting.
- _____ b. Ice age people recorded the appearance of new moon by making scratches in animal bones.
- _____ c. For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun.
- _____ d. Ancient people observed and recorded lunar and solar events in different ways.

Group 3

- _____ a. It is hard to know which foods are safe to eat nowadays.
- _____ b. In some large ocean fish, there are high levels of mercury.
- _____ c. Undercooked chicken and hamburger may carry E. coil bacteria.
- _____ d. Food safety is an important issue.
- _____ e. Not to mention mad cow disease.

Group 4

- _____ a. Hybrid automobiles more economical to operate than gasoline-powered cars.
- _____ b. The new hybrid automobiles are very popular.
- _____ c. Hybrid cars have good fuel economy because a computer under the hood decides to run electric motor, the small gasoline engine, or the two together.
- _____ d. The hybrid automobiles are popular because of their fuel economy.

The two parts of a topic sentence

A topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject of the paragraph. The controlling idea limits or controls the topic to a specific area that can be discussed in a space of a single paragraph. A topic sentence should not have controlling ideas that are unrelated.

For example,

Moving away from home can be a stressful experience for young people.

Moving away from home – **topic**;

a stressful experience for young people – **controlling idea**

Comments: the reader immediately knows that this paragraph will discuss how difficult it can be for young people to leave home and what stress factors they can come across living in a new environment. It can be social adaptation, financial problems, failure stresses, etc.

Major problem for many students is the high cost of tuition and books.

Major problem for many students – **topic**;

the high cost of tuition and books – **controlling idea**

Comments: the reader of the topic sentence expects to read about students' problems mainly concerning education fees and other educational expenses.

4. Write a good topic sentence for the paragraph below. Remember to include both a topic and a controlling idea.

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the North America system, on the other hand, students usually have numerous quizzes, tests, and homework assignment, and they almost always have to take a final examination in each course at the end of each semester.

5. Write two or three topic sentences for each of the following topics.

Example:

Topic: cell phones

Topic sentences: 1.Using a cell phone while driving can be dangerous.
2.There are certain rules of cell phone manners that everyone should know.
3.Cell phones have changed the way we communicate.

Topics can be the follows:

Word processors

Languages and cultures

Grant seeking

Supporting sentences

Supporting sentences explain or prove the topic sentence. One of the problems in students writing is that students often fail to support their ideas adequately. They need to use specific details to be thorough and convincing. There are several kinds of specific details: examples, statistics, and quotations.

6. Read paragraphs A and B. What is the difference between them?

Paragraph A

Although some people think that red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light runners cause accidents all the time. Sometimes people are seriously injured and even killed. It is especially a problem in rush hour traffic. Everyone is in a hurry to get home, so drivers run red lights everywhere. The police do not do much about it because they are too busy. The only time they pay attention is when there is an accident, and then it is too late. In conclusion, running a red light is a serious offense.

Paragraph B

Although some people think that red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. Red-light runners cause hundreds of accidents, including deaths and injuries as well as millions of dollars in damages. Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. Motorists run red lights all the time. For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes. Red-light runners are seldom caught. According to the Insurance Institution for Highway safety, “Communities don’t have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights” (“Q&A”).

Locate the topic sentence in Paragraph B. Circle the topic and underline the controlling idea. Which supporting sentences in Paragraph B contain the kind of details listed below?

- An example
- A statistics
- A quotation

7. Practice in writing a paragraph. Choose one of the suggested topics or the topic of your interests and write a well-organized paragraph. Use a specific example to support your topic sentence.

1. The difficulty of translating from one language to another.
2. The dependence of human on machines.
3. Technological progress: computers will catch up with the power and speed of the human brain
4. Advantages and disadvantages of online banking.

Concluding sentences

A concluding sentence serves two purposes:

1. It signals the end of the paragraph.
2. It leaves the reader with the most important ideas to remember. It can do this in two ways:
 - By summarizing the main point of the paragraph
 - By repeating the topic sentence in different words.

Note: A concluding sentence is not needed for every paragraph in a multiparagraph essay.

Phrases to begin the concluding sentence are the following:

End-of-Paragraph Signals Followed by a Comma	End-of-Paragraph Signals Not-Followed by a Comma
Finally, In brief, In conclusion, Indeed, In short, Thus, Therefore, To sum up,	The evidence suggests that... There can be no doubt that... These examples show... We can see that

8. Read the paragraphs below. Underline the topic sentence in each paragraph. Add a good concluding sentence to each paragraph. Practice using end-of-paragraph signals.

Paragraph 1

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and nodding. Furthermore, do not interrupt while someone is speaking; it is impolite to do so. If you have a good story, wait until the speaker is finished. Also, watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, do not sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation.

Paragraph 2

Modern communication technology is driving workers in the corporate world crazy. They feel buried under the large number of messages they receive daily. In addition to telephone calls, office workers receive dozens of e-mail and voice e-mail messages daily. In one company, in fact, managers receive an average of 100 messages a day. Because they do not have enough time to respond to these messages during office hours, it is common for them to do so in the evening or weekend at home.

Note: Adapted from *Writing Academic English*, by A.Oshima and A. Hoghe, Longman, 2005.

9. Refer to the paragraphs written in activity 7. Write the concluding sentence to a paragraph written by another student of your group.

10. Study the paragraphs written by other students. Analyze them within the following aspects:

- structure
- grammar
- choice of words
- style
- punctuation

Paragraph 1

Nuclear fusion has a good chance to become the energy source of the future. In the process of fusion a mix deuterium and tritium, which are hydrogen isotopes, is heated up to several million degrees. At this high temperature the atomic nuclear fusion and a great amount of energy is set free. The next big step on this field is the construction of ITER, a new experimental fusion reactor, which will start in 2009 and cost a total amount of 4 billion euro. By this scientists hope to demonstrate the first efficient nuclear fusion process, although ITER will not work as a regular power plant. So if everything will worked out as planned, the experiment is an approach to a relative clean, safe and practical exhaustless energy source which has the potential to solve the worlds future energy problems.

Paragraph 2

Are we being watched? Recently supervising cameras have been put up on German town squares. Signs like, e.g. "This area is being watched by the police" can be read everywhere. Consequently, in my opinion, our society seems to have become a totally controlled environment. In addition to what was mentioned before, official buildings and increasing number of public spaces are being equipped with hidden video cameras. Even in malls we are being watched by security guards controlling every one of our movements. Moreover, we are traced while surfing in the Internet. Nearly every website opens a few pop-ups which clutter with special fake offers, saving your IP address and leaving so-called cookies on your PC. According to the best seller "Digital Fortress", written by the famous author Dan Brown, the NSA (National Security Agency) could be able to encode any of our private e-mails. As a result, it seems like we are beginning to live in a system of surveillance and social control. All in all, I'm totally convinced that we are sacrificing our personal and individual freedom for new policed technologies. We will have to consider a possibility to "fight" against that recent power taking possession of the world, to save ourselves the privacy which should be guaranteed to every single person in the world.

Paragraph 3

The current financial and economic crisis is an opportunity to change the global economy and encourage the green economy. The crash of the stock markets world-wide leads to redefine the basis of the capitalism that has given too much importance to the finance. The leaders all over the globe have already planned to meet and discuss the possibilities to avoid the recession in some countries. One of the solutions could be to stimulate the green economy, based on sustainable development. Saving energy, encouraging new modes of consumption, protecting the environment could be new ways to create welfare and support economic growth. For instance in France a law package dealing with the sustainable development, prepared before the crisis, has been voted by the deputies last week. The crisis gives a chance for the green economy to play a more and more important role in the global economy.

Writing Practice

1. Write your own statement of purpose for any grant programme you chose. You may search for a programme on your own or choose one on the following website:
http://ec.europa.eu/education/programmes/mundus/index_en.html

When writing, keep in mind that your letter;

- 1) must reveal your personality in a way that proves you are the right candidate;
- 2) should contain simple sentences and short words. Be direct and straightforward with your language; Do not
- 3) do not borrow words from samples you find in books or on the Internet. If you do this, it will be obvious to the people reading your application;
- 4) ask a friend to read your statement and make comments on it, or to ask a native speaker to check it for grammar and spelling mistakes.

Use phrases from p. 51.

Phrase Bank

I decided to attend the university/apply for the program ...
I have the intention to obtain a Master of Science Degree in...
I am especially interested in...
My decision to pursue graduate study in is underscored by my desire to...
I wish to earn a MS degree in...

My interest in blossomed during my high school.
Subjects likeinterested me the most.
All of that tended to reinforce my intense interest in this sphere.
In terms of a career, I want.....
I had the opportunity to be exposed to a wide range of courses in....
Along the way, I realized that....
My degree has given a strong foundation to my analytical skills.
This enabled me to work with...
I plan to work further on this.
I also discovered leadership skills in myself.
Over the past four/five years, I....
The more tangible benefits have been found in...

I believe that this unique blend of experience has made me a person with....
I hope to examine more closely the relationship between...
It is reputable for its research facilities and computer resources.
I am glad to say the effort paid off in the end.
I have a strong believe that...
I hope you will give me the privilege of continuing my studies at....

Checklist

- Did you state your intention clearly at the beginning of your paper?
- Did you present the information that may be pertinent to the admission decision?
- Did you catalog your experiences and special skills?
- Did you explain your interest to study this field?
- Did you demonstrate an understanding of your future career?
- Did you thank the admissions committee for their time?
- Did you proofread your paper?

UNIT 7. LIST OF REFERENCE

As you have already learned, standardization is an important feature of academic writing. Many granting agencies require submitting a list of your works either as a component of a grant proposal or in the attachment. In this unit, you will learn how to put your references in the appropriate style.

*Different academic fields follow different bibliographic styles – make sure to check with your department for specific information. Science and some social science fields use the author-date system. The most famous author-date system is **APA style**. "APA" refers to the American Psychological Association, the biggest academic association for psychology research in the United States. Engineering and other technical fields use different systems; however these styles are close to APA style.*

Step-by-Step Guide

Step 1: Double-space throughout a list of references.

Step 2: Type the first line of an entry at the left margin and indent any additional lines of the reference.

Step 3: Since all of your works have the same author, alphabetize the entries by year, the earliest first. If your list includes two or more works in the same year, arrange them alphabetically by title. Add the letters "a," "b," and so on within the parentheses after the year. Use only the year for articles in journals: (2002a). Use the full date for articles in magazines and newspapers in the reference list: (2001a, July 7). When the author is unknown, begin the entrance with the title of the book.

Step 4: Invert all authors' names and use initials instead of first names. With two or more authors, use an ampersand (&) before the last author's name. Separate the names with commas. Include names for the first six authors; if there are additional authors, end the list with "et al." (Latin for "and others").

Step 6: Italicize the titles and subtitles of books only; capitalize only the first word of the title and subtitle (and all proper nouns). Capitalize names of periodicals as you would capitalize them normally.

Step 7: Abbreviations for "page" and "pages" ("p." and "pp.") are used before page numbers of articles in books but not before page numbers of articles appearing in magazines and scholarly journals.

Step 8: When a URL must be divided, break it after a double slash or before any other mark of punctuation. Do not insert a hyphen, and do not add a period after a URL.

Step 9: Use the following abbreviations within entries:

edition	→ ed.	No date	→ n.d.
second edition	→ 2 nd ed.	Page(s)	→ p. or pp.
Editor(s)	→ Ed. or Eds.	Volume(s)	→ Vol. or Vols.
Translated by	→ Trans.	Number	→ No.

Following are the models illustrating APA style for entries in the list of references. Observe all details: capitalization, punctuation, use of italics, and so on.

References	
Author, A.A. (1994). <i>Title of work</i> . Location: Publisher.	<i>Heading is centered.</i>
Author, A.A. (2000). <i>Title of work</i> . Retrieved from http://style.com/documents/example.html	
Author, A.A., & Author, B.B. (1994). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), <i>Title of book</i> (pp. xxx-xxxx). Location: Publisher.	<i>List is alphabetized by author's last names.</i>
Author, A.A., Author, B.B., & Author, C.C. (1994). Title of article. <i>Title of Periodical</i> , xx, xxx-xxxx.	
American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6 th ed.). Washington: Author.	<i>All author's last names are inverted.</i>
Brewer, B.W., Scherzer C.B., Van Raalte, J.L., Petitas, A.J., & Andersen, M.B. (2001). The elements of (APA) style: A survey of psychology journal editors. <i>American Psychologist</i> , 56, 266-267.	
Gibaldi, J. (2003). <i>MLA handbook for writers of research papers</i> (6 th ed.). New York: The Modern Language Association.	<i>The first line of an entry is at the left margin; subsequent lines indent 1.25 sm.</i>
Major A. (1982). <i>Vent du Diable: Roman</i> [<i>Devil Wind: A Novel</i>]. Montreal: Stanke.	
Plath, S. (2000). <i>The unabridged journals</i> (K. V. Kukil, Ed.). New York: Anchor.	
Steinberg, M. D. (2003). <i>Voices of revolution, 1917</i> . (M. Schwartz, Trans.). New Haven, CT: Yale University Press. (Original work published 2001).	
Taylor, B.N. (1995, April). <i>Guide for the use of the International System of Units</i> (NIST Special Publication 811, 1995 Edition). Gaithersburg: National Institute of Standards and Technology. Retrieved from http://physics.nist.gov/Document/sp811.pdf	<i>Double-spacing is used throughout</i>
The CCH Macquarie dictionary of business. (1993). North Ryde, NSW: CCH Australia.	

1. Look at the reference entry below. Different underlining in the example indicates different categories of information. Study the example and answer the following questions.

Devy, G. (1999). Translation and literary history: an Indian view. In S. Bassnett & H. Trivedi (Eds.), *Post-colonial Translation: Theory and Practice* (pp. 182-188). London: Routledge.

1. What is the use of commas and periods in a reference entry?
2. What are the main categories of information in a reference?
3. When are italics used for titles?
4. What kind of information is given in parentheses?

2. Change the following list of references from Institute of Electrical and Electronics Engineers style (IEEE style) to APA style.

References

- [1] D. Jones, Technical Writing Style, Toronto: Allyn and Bacon, 1998.
- [2] H. Inose and J.R. Pierce, Information Technology and Civilization, New York: Freeman, 1984.
- [3] D. Beer, R.F. Martin, and P. Fingle, Photosensory Transduction, New York: Willey, 1993.
- [4] W. Heisenberg, The Physical Principles of the Quantum Theory, C. Eckhart and F.C. Hoyt, Trans., Chicago: University of Chicago Press, 1930.
- [5] W. Heisenberg, The Physical Principles of the Quantum Theory, C. Eckart and F.C. Hoyt, Trans., 2nd.ed., New York: Dover, 1949.
- [6] Council of Biology Editors, Scientific Style and Format: The CBE Manual for Authors, Editors, and Publishers, 6th ed., Chicago: Cambridge University Press, 1994.
- [7] An Anonymous Critique of Computer Culture, Chicago: University of Chicago Press, 1997.
- [8] J.L Spudich and B.H. Satir, Eds., Sensory Receptors and Signal Transduction, New York: Wiley-Liss, 1991.
- [9] R.F. Follet and D. J Walker. "Ground water quality concerns about nitrogen," in Nitrogen Management and Ground Water Protection," Ed. R. F. Follet, Amsterdam: Elsevier Publishing Company Inc, 1989, pp. 1-20.
- [10] K.A. Nelson, R.J. Dwayne Miller, D.R. Lutz, and M.D. Fayer, "Optical generation of turntable ultrasonic waves," Journal of Applied Physics, vol. 53, no. 2, 1991, Feb., pp. 1144-1149.
- [11] T. Land, "Web extension to American Psychological Association style (WEAPAS)," [Online document], 1996 Mar 31(Rev 1.2.4), [cited 1996 Sept 14], Available HTTP: <http://www.nyu.edu/pages/psychology/WEAPAS>

3. Compare IEEE and APA styles. With a partner decide:

1. on the main differences between the two systems
2. what common features the two systems share.

4. Discuss the following issues with a partner.

1. What is the need in a uniform style system?
2. There are quite a lot of style systems. Why do people need so many?
3. Every scientific discipline tends to use the same style system for written works. What is the purpose of sticking to one preferred system?

ACADEMIC WRITING SKILLS

Punctuation

Punctuation is used to organize or divide written text in order to make meaning clear. At the very least, poor punctuation detracts from the overall presentation of your writing and may give the impression that you have failed to edit and 'polish' your work. More serious problems can actually affect meaning and the way your reader understands what you have written.

Full Stop (.)

Full stops have three distinct uses:

- to mark the end of a sentence;

The cat is completely black.

- to indicate abbreviated words, unless first and last letters of the word are shown;

The teacher will be Mr John Smith (B. Sci.).

- to punctuate numbers and dates.

All assignments should be submitted by 6. 6. 04.

Colon (:)

A colon can be used:

- to indicate that a list, quotation or summary is about to follow.

The use of these punctuation marks often confuses students: comma, semicolon, colon, hyphen, and dash.

Writing the assignment is not easy: to begin with you have to do a lot of research.

• to separate an initial sentence/clause from a second clause, list, phrase or quotation that supports the first in a particular way.

Music is more than a mechanical arrangement of sounds: it is an expression of deep feeling and ethical values.

Semi-Colon (;)

A semi-colon:

• separates two complete sentences that are, however, closely linked. The semi-colon can be replaced by a full stop, but the direct link between the two parts is lost.

Don't go near the lions; they could bite you.

- separates long or complicated items in a series which already includes commas.

I have recommended this student because she communicates well with other students, faculty, and staff; completes her assignments ably and on time; and demonstrates an ability to organize people, materials, and time.

Comma (,)

Commas have a vital role to play in longer sentences, separating information into readable units.

- To divide subordinate phrases and clauses from the main clause.

By the time the writer left college, she had already won a major national award.

- To set off introductory and connecting words and words that interrupt.

Furthermore, the data did not reveal any major differences among the participants.

The participants were all advanced, though not highly proficient, speakers of English.

- Sets of comma act as a means of separating items in a list.

Three reasons for the closing were insufficient enrollment, poor instructional materials, and inadequate funds.

Question Mark (?)

A question mark is used at the end of a sentence which is a question.

Have the students completed the exam?

Apostrophe (')

There are two uses for the apostrophe:

- Contractions. A contraction is a shortened version of a word. An apostrophe is used to show that something has been left out, and where it has been left out.

don't (do not)

It'll (It will)

she'll (she will)

- Possessives. An apostrophe is used to indicate ownership/possession with nouns.

Einstein's theory of relativity

Hyphen (-)

When used correctly, a hyphen links two or more words, that normally would not be placed together, in order that they work as one idea and these are called compound nouns.

There are four types of information-related machines.

Earthquake-resistant buildings are expensive to build.

Dashes (—)

Hyphens should not be confused with dashes. Dashes are like brackets; they enclose extra information. A colon and semicolon would work just as well in the example below. Dashes are rarely used in academic writing.

All of my school work—physics, Academic Decathlon, sociology, and calculus—got washed away when my house was flooded.

Parentheses ()

Parentheses are brackets used to include extra or nonessential material in sentences.

It was unusual to see Paul awake so early (as he often studied late into the night) and Jane greeted him with amazement.

Brackets []

- Brackets are used to give writer's, editor's, and translator's comments in a text.

The future of psionics [see definition] is in doubt

- In academic writing in English, one important use of brackets is to give an English translation of titles of books and articles written in foreign languages.

Exclamation Mark (!)

An exclamation mark is rarely used in academic writing because it is too subjective. Remember that academic writing should be objective and analytical.

Ellipsis (...)

An ellipsis consists of three full stops. It indicates that material has been left out of a quotation.

"But to be restricted to just two forms of punctuation mark ... is like building a house using only a hammer and a saw: you can do it; but not very well."

1. Match the punctuation marks a-j to their correct definitions 1-10.

1. Separates information into readable units.	a. ' (apostrophe)
2. Indicates that material has been left out	b. - (hyphen)
3. Marks the end of a sentence.	c. () (parentheses)
4. Indicates that a list, quotation or summary is about to follow.	d. , (comma)
5. Encloses writer's comments	e. . (full stop)
6. Used at the end of a sentence which is a question.	f. : (colon)
7. Used to include extra or nonessential information in sentences.	g. ; (semi-colon)
8. Separates two complete but closely linked sentences.	h. [] (brackets)
9. Indicates either a contraction or a possessive.	i. ... (ellipsis)
10. Links two or more words so that they work as one idea.	j. ? (question mark)

Note. Adapted from <http://www.lc.unsw.edu.au/onlib/punc.html>

2 Paraphrase the following phrases. Keep the idea unchanged.

1. We had one problem: only Janet knew we faced bankruptcy.
2. We had one problem only: Janet knew we faced bankruptcy.
3. We had one problem only, Janet knew: we faced bankruptcy.
4. We had one problem only Janet knew we faced: bankruptcy.

Note. Reprinted from "The [Penguin](#) Guide to Punctuation" by Penguin Books LTD, 1997.

3. Select the correctly punctuated sentence in each group.

1. (a) My first job in a factory involved the manufacture of escalator handles and ketchup bottle lids.

(b) My first job in a factory involved the manufacture of escalator handles, and ketchup bottle lids.

2. (a) Ms. Espinoza has offered to coach the team this year, however, the competition for the job is intense.

(b) Ms. Espinoza has offered to coach the team this year, however the competition for the job is intense.

(c) Ms. Espinoza has offered to coach the team this year; however, the competition for the job is intense.

3. (a) The team's major concerns this year, however, are staying healthy, finding a good shooting guard, and maintaining good relations with the public.

(b) The team's major concerns this year, however, are: staying healthy, finding a good shooting guard, and maintaining good relations with the public.

(c) The team's major concerns this year; however, are — staying healthy, finding a good shooting guard, and maintaining good relations with the public.

4. (a) Three major cities Hartford Bridgeport and Stamford make up the crucial voting blocks of Connecticut.

(b) Three major cities, Hartford, Bridgeport, and Stamford, make up the crucial voting blocks of Connecticut.

(c) Three major cities — Hartford, Bridgeport, and Stamford — make up the crucial voting blocks of Connecticut.

5. (a) My favorite teacher, who just happens to be my uncle, retired from the university last summer.

(b) My favorite teacher who just happens to be my uncle, retired from the university last summer.

(c) My favorite teacher, who just happens to be my uncle retired from the university last summer.

6. (a) It seems a shame that a diligent, sincere politician like Fuentes should be ignored by shallow and thoughtlessly fickle voters.

(b) It seems a shame that a diligent sincere politician like Fuentes should be ignored by shallow and thoughtlessly fickle voters.

(c) It seems a shame that a diligent sincere politician like Fuentes should be ignored by shallow, and thoughtlessly fickle voters.

7. (a) Given the hard choices our coach has had to make this year it's no wonder she's decided to retire.

(b) Given the hard choices our coach has had to make this year, it's no wonder she's decided to retire.

8. (a) John has been too busy to keep up with his courses because he took on too many extracurricular activities.

(b) John has been too busy to keep up with his courses, because he took on too many extracurricular activities.

9. (a) Believing in her own skills and possessing a supreme confidence, proved to make the difference in her campaign.

(b) Believing in her own skills and possessing a supreme confidence proved to make the difference in her campaign.

10. (a) My favorite pizza combinations are sausage peppers and onions mushrooms extra cheese and anchovies and hamburger sun-dried tomatoes pepperoni and sliced red potatoes.

(b) My favorite pizza combinations are: sausage, peppers, and onions, mushrooms, extra cheese, and anchovies, and hamburger, sun-dried tomatoes, pepperoni, and sliced red potatoes.

(c) My favorite pizza combinations are sausage, peppers, and onions; mushrooms, extra cheese, and anchovies; and hamburger, sun-dried tomatoes, pepperoni, and sliced red potatoes.

Note: Retrieved from http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/punct_quiz.htm

4. Punctuate the sentences below where necessary.

1. Last Tuesday the committee agreed on its guest speakers for the coming year.
2. John who is my fathers cousin was born in Naples.
3. His form was excellent his dive was superior to his other competitors attempts.
4. My sisters favourite foods are as follows pepperoni pizza applesauce and strawberries.

5. Add the appropriate punctuation to the text below.

a sentence expresses a complete idea or thought it is complete because it needs no other words for it to make grammatical sense a sentence usually consists of at least one noun phrase and a verb phrase the noun phrase designates the subject of the sentence and the verb phrase tells us something about that subject noun phrases and verb phrases can involve other words such as adjectives adverbs pronouns prepositions and so on while words and phrases are important we should not forget the necessity to use appropriate punctuation punctuation marks help structure the various parts of a sentence into identifiable units of meaning they are the signs that alert readers to the appropriate pauses in your text common punctuation marks are full stops commas colons semicolons apostrophes dashes and brackets

Note: Retrieved from <http://learnline.cdu.edu.au/studyskills/academic/punctuation>

Checklist

- Did you include all relevant references?
- Did you use the same standard for every entry?
- Did you arrange entries by author and then year?
- Did you alphabetize the entries?
- Did you only capitalize the first word and proper nouns in titles?
- Did you indicate different categories of information within entries by appropriate punctuation?
- Did you put page count for every reference?
- Did you include English translation of titles for Russian references in brackets?
- Did you double-space the list of references?

Appendix A. Linking devices

- **To make contrasting joints:** however, nevertheless, in spite of, but, while, despite, even if, even though, at the same time, although, yet

*Killing endangered species is illegal. **However**, people will not stop hunting them.*

- **To list points:** firstly, in the first place, first of all, to start with, secondly, finally

***First of all**, the government must revise the out-of-date environmental laws, which were written twenty years ago.*

- **To add more points in a topic:** what is more, furthermore, also, apart from this/that, in addition to, moreover, besides, too, not to mention the fact affair

***Furthermore**, the city should conduct inspections of zoos.*

- **To list advantages/ disadvantages:** one (another/a further/the main/the first/the greatest) advantage/disadvantage of..

***The greatest advantage of** regular exercise is that it leads to a healthier lifestyle.*

- **To express personal opinion:** in my opinion/view, to my mind, to my way of thinking, personally I believe, it strikes me that, I feel very strongly that, I am inclined to, I believe that, it seems to me that, as far as I am concerned

***In my opinion** department stores offer a greater selection of clothes than small boutiques.*

- **To refer to other sources:** according to, with reference to

***According to** this report, that brand of sun-cream causes irritation to sensitive skin.*

- **To conclude:** finally, lastly, above all, all in all, taking everything into account, on the whole, all things considered, in conclusion, as I have said, as was previously stated, to sum up

***On the whole**, the university offers a wide range of courses and provides modern facilities.*

- **To express cause:** because of, owing to, due to, for this reason

***Due to** the harsh winter, many crops were destroyed.*

- **To express effect:** therefore, thus, as a result, consequently, so, as a consequence

***As a result** many people have lost their jobs.*

- **To emphasize:** clearly, obviously, of course, needless to say, in particular

***Needless to say**, research has proved that eating healthy foods and exercising regularly reduce the risk of heart disease.*

- **To express reality:** in fact, actually, as a matter of fact, in practice

***In fact**, the report states that most college graduates are interested in pursuing a Master's degree in the future.*

• **To express difference between appearance and reality:** on the face of it, at first sight, apparently

At first sight, the building looked safe but after a detailed inspection it was reported to be in need of major structural repairs.

• **To state an argument against your opinion:** it is popularly believed that, people often claim that, contrary to popular belief, it is a fact that, people argue that

Contrary to popular belief, the teaching profession is in need of qualified educators.

• **To state other people's opinions:** many people are in favour of/against, some people argue that, a lot of people think/believe

Many people are in favour of/against the mayor's proposal to raise local taxes.

• **To express balance:** while, on the one hand, on the other hand. whereas

While working for a large company is prestigious, it can be very stressful.

• **To introduce the other side of the argument:** opponents of this view say, however there are people/those who oppose/claim that

Opponents of this view say that increasing the school year will only overwork students

• **To refer to what actually happens:** for example, for instance

For instance, in the past six months, retailers have reported a 25% drop in sales of electronic equipment

• **To make general statements:** as a rule, generally, in general, as a general rule, on the whole, normally

As a rule, girls get better exam results than boys.

• **To make partly correct statements:** up to a point, to a certain extent/degree, to some extent, in a way, in a sense

Some companies have tried to create more positions to some extent, considering the high rate of unemployment.

• **To express limit of knowledge:** to the best of my knowledge, for all I know, as far as I know, as far as I can see

As far as I know, residents were opposed to the city's plan to build a nuclear power plant in their area.

• **To rephrase:** that is to say, in other words

In other words, they disagree with the manager's decision.

• **To bring up other points:** as far as ... is concerned, regarding, with regard to, as for
As far as the community is concerned, the area is in need of a new elementary school.

• **To imply that nothing else needs to be said:** anyway, at any rate, in any case

At any rate, a new community centre will greatly benefit the people of the town.

Appendix B. Powerful verbs

For a powerful and energetic proposal, avoid passive verbs – *was* and *were* – that hide the agent of action. Avoid static verbs that lack movement: *am, is, are, be, being, been, had, have, has, do, did, does, could, should, would*. Replace overused verbs (*get, went, put*) with more precise active verbs.

achieve	differ	invent	rely
allow	direct	invest	remain
analyze	discuss	investigate	remind
announce	distinguish	involve	report
appeal	educate	know	research
apply	elevate	lack	restore
assemble	engage	lead	result
assess	ensure	learn	return
assist	entail	maintain	require
balance	envision	make	reveal
become	equal	manage	review
begin	establish	modify	sample
believe	evaluate	motivate	search
belong	excel	move	send
bring	exemplify	negotiate	show
change	exhibit	need	signal
choose	experiment	observe	specify
clarify	explain	occur	start
coach	extend	offer	state
combine	find	operate	suggest
compare	focus	organize	support
compose	form	perform	survey
conclude	give	plan	synthesize
connect	help	portray	taught
constitute	hinder	prepare	teach
contain	identify	prevent	tend
contrast	illuminate	produce	test
coordinate	illustrate	prohibit	translate
create	implement	promote	try
decide	include	provide	understand
define	indicate	pursue	use
demonstrate	inform	realize	validate
depend	inspire	receive	verify
design	instruct	recognize	wish
develop	intend	refine	work
diagnose	introduce	reflect	write

Note: Retrieved from http://www.grantproposal.com/proposal_verbs_inner.html

Appendix C. Templates

Cover Letter Template

Your street or box number
City, State, Zip

Date
Contact's Name
Contact's Title
Organization Name
Street Address
City, State, Zip

Dear Mr. Or Ms. (person's last name only):

Paragraph 1: State immediately the position you are pursuing and how you came to know of the opening. If you have an alumnus, family or other contact at the organization, you can mention that here as well. Tell the employer briefly (one or two sentences) why you are interested in this position.

Paragraph 2: Explain the skills and experiences you have that will make you successful in the position. Talk about classes you have taken, activities you have been involved in, summer experiences you have had. You do not have to have directly related experience but think about the skills you have gained from what you have done and how those could relate to the duties of the position you are applying for. You do not want to repeat your resume to the employer in this paragraph but this is the place to highlight related accomplishments that will make the reader want to learn more, which will lead them to your resume. The goal is to show the employer that you have confidence in your ability to succeed in the position.

Paragraph 3: Demonstrate that you have done some research about this organization. Go to their web site, look in industry periodicals (Ad Week, Wall Street Journal, Chronicle of Higher Education) and talk to alumni or other contacts that may currently work for the organization. This research does not have to be extensive but it shows that you have taken some time to think about this position and put some effort into this letter. This makes a very good impression on employers. It shows that this is not a letter where only the address and contact name is changed for each position.

Paragraph 4: State that you would welcome a personal interview to further discuss this opportunity. If you need to explain anything out of the ordinary on your resume, this is the place to do it. Finish by thanking them for their attention and express a desire to meet them sometime in the near future.

Sincerely,
signature

Your name in print

Note: Retrieved from: <http://www.myresumeonline.org/cover-letters/cover-letter-template.asp>

Reference Letter Template

Dear [*Name of Employer*]:

This reference letter is provided at the written request of [*name of student*], who has asked me to serve as a reference on [*his/her*] behalf. It is my understanding that [*name of student*] is being considered by your organization for the position of [*job title*]. Please be advised that the information contained in this letter is confidential and should be treated as such. The information should not be disclosed to [*name of student, if student has waived access*] or anyone in your organization who would not be involved in the hiring decision regarding this individual. Additionally, the information should not be disclosed to anyone outside of your organization without the consent of the student.

I have known [*name of student*] for the past [*number of months, semesters, years*] as [*he/she*] has taken the following courses which I teach: [*list courses, give brief description of content of course*]. As [*his/her*] professor, I have had an opportunity to observe the student's participation and interaction in class and to evaluate the student's knowledge of the subject matter. I would rate the student's overall performance in these subjects as above average. This is evidenced by [*his/her*] grades—[*state the grades if you have the student's written consent to disclose this information*].

[*One or two specific examples of the student's performance may be appropriate.*] As part of [*his/her*] grade in [*name of course*], the student was required to prepare a paper. The paper was designed to measure the student's ability to research, to analyze the results of the research, and to write. [*Discuss how the paper submitted by the student indicated to you the student's skills in these areas.*] Based upon this, I rate the student's skills as excellent.

The one area in which the student performed above average was in [*specify skill area, e.g., oral communications*]. [*Give specific example to support this.*]

I believe the student would perform competently with your organization and has excellent potential if challenged.

If you would like to discuss this further, please feel free to contact me.

Sincerely,

signature

Note: Retrieved from <http://www.nacweb.org/public/reference7.htm>

Appendix D. Sample letters

Sample Cover Letter

November 2, 1998

Dr. Naomi Sellers
Chair, English Search Committee
Box 58
Baxter College
Arcadia, WV 24803

Dear Dr. Sellers:

I am writing to apply for the position as assistant professor of English with an emphasis in rhetoric and composition that you advertised in the October MLA Job Information List. I am a graduate student at Prestigious University working on a dissertation under the direction of Professor Prominent Figure. Currently revising the third of five chapters, I expect to complete all work for the Ph.D. by May of 1999. I believe that my teaching and tutoring experience combined with my course work and research background in rhetoric and composition theory make me a strong candidate for the position outlined in your notice.

As my curriculum vitae shows, I have had excellent opportunities to teach a variety of writing courses during my graduate studies, including developmental writing, first-year writing for both native speakers and second language students, advanced writing, and business writing. I have also worked as a teaching mentor for new graduate students, a position that involved instruction in methods of composition teaching, development of course materials, and evaluation of new graduate instructors. Among the most satisfying experiences for me as a teacher has been instructing students on an individual basis as a tutor in our university Writing Lab. Even as a classroom instructor, I find that I always look forward to the individual conferences that I hold with my students several times during the semester because I believe this kind of one-on-one interaction to be essential to their development as writers.

My work in the composition classroom has provided me with the inspiration as well as a kind of laboratory for my dissertation research. My project, *The I Has It: Applications of Recent Models of Subjectivity in Composition Theory*, examines the shift since the 1960s from expressive models of writing toward now-dominant postmodern conceptions of decentered subjectivity and self-construction through writing. I argue that these more recent theoretical models, while promising, cannot have the liberating effects that are claimed for them without a concomitant reconception of writing pedagogy and the dynamics of the writing classroom. I relate critical readings of theoretical texts to my own pedagogical experiments as a writing teacher, using narratives of classroom successes and failures as the bases for critical reflection on postmodern composition theory. After developing my dissertation into a book manuscript, I plan to continue my work in current compo-

sition theory through a critical examination of the rhetoric of technological advancement in the computer-mediated writing classroom.

My interest in the computer classroom has grown out of recent experience teaching composition in that environment. In these courses my students have used computers for writing and turning in notes and essays, communicating with one another and with me, conducting library catalogue research and web research, and creating websites. I have encouraged my students to think and write critically about their experiences with technology, both in my class and elsewhere, even as we have used technology to facilitate our work in the course. Syllabi and other materials for my writing courses can be viewed at my website: <http://machine.prestigious.edu/~name>. In all of my writing courses I encourage students to become critical readers, thinkers, and writers; my goal is always not only to promote their intellectual engagement with cultural texts of all kinds but also to help them become more discerning readers of and forceful writers about the world around them.

I have included my curriculum vitae and would be happy to send you additional materials such as a dossier of letters of reference, writing samples, teaching evaluations, and past and proposed course syllabi. I will be available to meet with you for an interview at either the MLA or the CCCC convention, or elsewhere at your convenience. I can be reached at my home phone number before December 19; between then and the start of the MLA convention, you can reach me at (123) 456-7890. I thank you for your consideration and look forward to hearing from you.

Sincerely,

First and Last name

Sample Motivation Letter 1

To whom it may concern:

I would like to express a great interest in applying for Erasmus Mundus Program for electrical engineering students.

During the past four years, I studied industrial engineering with major in electronics at Ostend. The emphasis of my studies was on the fundamental electronic principles that govern modern day electronics. But I also learned about other diverse topics such as safety, economics, and industrial management. I found the last topic very interesting and exciting, because one of my career aspirations is to participate in the senior management in any industrial company.

To further my career aspirations as a part of a senior management team, I want to obtain a Master's Degree in Industrial Management. Having this knowledge will allow me to understand better management principles. With all the uncertainty and changes happening in the world, political, economic, and technological spheres, I believe that management, supported by a strong academic foundation, must take a solid position in guiding companies through these challenging times.

No education is complete without experience. If I am well versed in the theory, I will be able to adapt and modify the theoretical constructs as required in order to meet my company's needs. I fully recognize that our political, economic, and technological environments are constantly changing, and thus management needs to be able to adapt quickly and accurately to the new conditions. I believe obtaining a Master's Degree will provide the necessary background for me to anticipate and correctly react to ever-changing environments.

I look forward to launching my new career. Should you have any questions, please contact me at....

Sincerely,

Name and Signature

Note: Adopted from: www.gotostudyabroad.com/study-abroad/document

Sample Motivation Letter 2

Dear Sir or Madam,

I am here by applying for the International Business Administration program at the University of Amsterdam for the fall term of 2008.

First of all, I would like to present some background about myself. My name is Anastasia. I currently live in Israel, originally from the Crimea, Ukraine. Since my early years the question of my future university studies and then a profession was very important to me. Therefore, at the age of 14, when I had an opportunity to change something I made a very drastic step and joined the social project which provided me with an occasion to live and study in Israel. Since I moved there on my own, without my family and friends, I had to adapt myself for the new culture and language as quick as possible. In this situation my knowledge of English, which I had gained before, helped me a lot. I found myself a quick learner and even the fact that I had to study all of the subjects in Hebrew was not an obstacle. Furthermore, the situation made me very enthusiastic about foreign languages and new cultures.

During my high school studies I was elected as the president of the student council. This allowed me to develop and use my leading and organizational skills and it convinced me more that I want to tie my future career with administrating and management. So the next step for me was to find out in which sector of administration and management I will express myself best and could use all of my skills.

Since I was always fascinated with world of business and economics and its influence on our life, the best choice for me will be to study International Business Administration in a respected European University such as University of Amsterdam.

In conclusion I would like to say that I am eager to gain new experiences and to explore the uniqueness of human personality. Owing to multicultural environment, the interaction during the study will be very enriching and it is exactly what I am looking for.

I truly believe that the University of Amsterdam is an excellent start for an ambitious business career.

Thank you for considering my application

Sincerely yours,

Anastasia Imas

Note: Adopted from:
<http://www.englishforums.com/English/MotivationLetterUniversity-Amsterdam/zwnkg/post.htm>

Sample Reference Letter 1

I have had the pleasure of working with Pam Lester for 3 years while she served as peer advisor in the academic achievement office at ABCD College.

Ms. Lester was truly unique in her ability to empathize, establish rapport with other people and reach a very broad range of clients from diverse backgrounds. Pam attracted clients who purposefully sought her out because she had been helpful to them. I have rarely seen a peer cultivate type of relationships with clients during my 20 years of professional experience. Pam is a good listener who also can convey information clearly and effectively to individuals and groups.

As you can tell, I hold Pam in a very high regard and therefore can confidently recommend her for graduate study which would tap the skills referenced above. I am absolutely confident that she possesses the empathy, caring nature, listening skills and intellectual capacity to become a fine professional counselor.

Please feel free to contact me if you would like any additional information or perspective regarding this outstanding young woman.

Sincerely,

FirstName LastName
Director, Career Office
518-580-5888
email@college.edu

Note: Adopted from:
<http://jobsearch.about.com/od/referenceletters/a/samplestudent.htm>

Sample Reference Letter 2

I have had the pleasure of working with Alicia Jones during the past two years while she has served as an assistant in my office. Alicia has shown the ability to establish an excellent rapport with many different constituents including students, alumni, administrators, and staff. Alicia is genuinely interested in helping others and provides service in a consistently positive and helpful manner. Alicia is self-assured and calmly handles the stress associated with busy times in the office.

Alicia is exceptionally responsible and eager to plunge into any task from the ordinary to the challenging. She blends a well organized, task oriented style with the aforementioned sensitivity to the needs of our clientele. I have rarely met a student employee over the past ten years upon whom I can rely as much as Alicia.

As you can tell, I think very highly of this young woman and recommend Alicia without reservations for employment or any other endeavors she chooses to pursue.

Please let me know if you have any further questions about this outstanding young woman.

Sincerely,

Jane Doe

Title
Company
Address
Phone
Email

Note: Adopted from:
<http://jobsearch.about.com/od/referenceletters/a/samplestudent.htm>

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