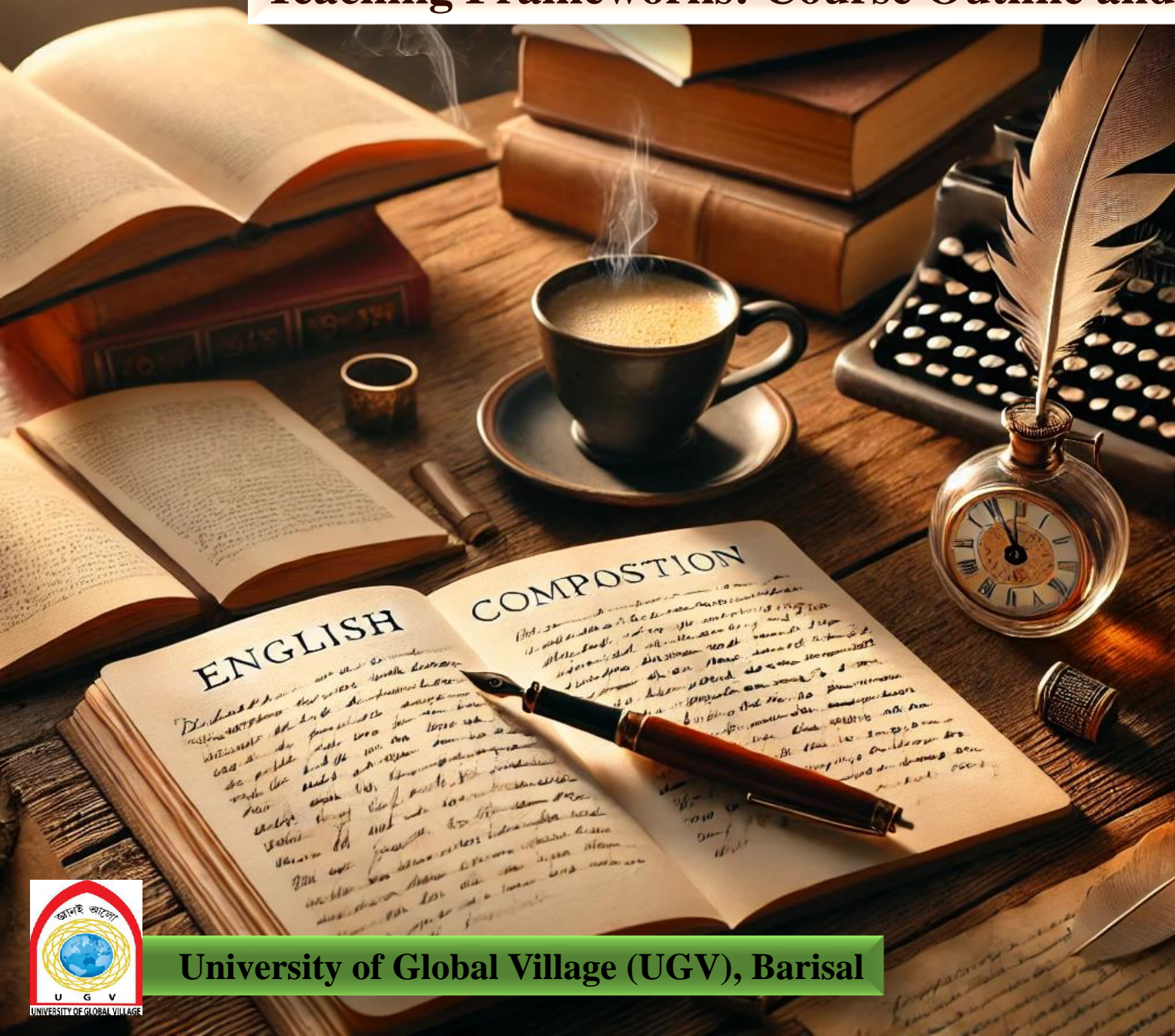


# Teaching Frameworks: Course Outline and Recourses for OBE



**Course code: ENG 0231-1102**  
**Course title: English Composition**  
**Course type: Core course**  
**Course Teacher: Jannatul Tajri**  
**Credit Value: 3**  
**Contact Hours: 51**  
**Total Marks: 150**



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➤ **Course Learning Outcomes: at the end of the course, the student will be able to-**

CLO 1	Demonstrate knowledge and understanding of basic ideas about different form of writing.	Remember Understand
CLO 2	Accurately identify the methods and rules of a cohesive and meaningful writing.	Understand Apply
CLO 3	Categorizing style and tricks of ornamental writing of any form	Analyze
CLO 4	Discuss and define creative writing style of different forms.	Evaluate
CLO 5	Successfully use the theoretical branches to design self -writing style	Create
CLO 6	Re-write any text to evaluate it value	Create

## Course content and Teaching Hour map with CLO-

Sl. No.	Course Content	Hrs.	CLOs
1	Basic concept of writing and its importance Process of Developing composition	6	CLO1 & 2
2	Paragraph writing, amplification	12	CLO2 & 5
3	CV Writing Job Application, Business letter	9	CLO3 & 5
4	Report writing Biography/Auto- biography writing	12	CLO4
5	Summary writing Book review Composition writing	12	CLO4 & 6

# Mapping

Time Frame	Topics Topic Details	Teaching Strategies	Assessment Strategy	Alignment to CLO
Week 1	<p>Writing</p> <p>Definition of writing</p> <p>Subfields of writing</p> <p>Definition of them.</p> <p>Different between written and spoken language</p> <p>Elements of effective writing</p>	<p>Introductory Lecture</p> <p>Interactive demonstration</p> <p>Showing PPT</p>	<p>Class attendance</p> <p>Class performance</p> <p>Quiz</p> <p>Mid SEE</p>	CLO 1
Week 2	<p>Prewriting techniques</p> <p>Moving from prewriting to drafting</p>	<p>Lecture with multimedia presentation</p> <p>Interactive discussion</p>	<p>Class attendance</p> <p>Class performance</p> <p>Mid</p>	CLO1,5 & 6



# Mapping

Week 3	<p>Cohesion and coherence</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• How to achieve cohesion</li> <li>• Difference between these two.</li> </ul>	<p>Lecture with multimedia presentation</p> <p>Practical Demonstration</p>	<p>Class attendance</p> <p>Class performance</p> <p>Mid exam</p> <p>Quiz</p>	CLO 2,3 & 6
Week 4	<p>Objective vs. subjective</p> <p>Connotations vs. denotations</p> <p>Specific details vs. general statements</p>	<p>Lecture with PPT and demonstration</p>	<p>Class attendance</p> <p>Class performance</p> <p>Mid exam</p> <p>Presentation</p> <p>SEE</p>	<p>CLO 2</p> <p>CLO 3</p>

# Mapping

Week 5	<p>Paragraph</p> <ul style="list-style-type: none"> <li>Definition</li> <li>Types with example</li> </ul>	Lecture with PPT and participation of students	<p>Class attendance</p> <p>Class performance</p> <p>Mid exam</p>	<p>CLO 2</p> <p>CLO 4</p>
Week 6	<ul style="list-style-type: none"> <li>Different parts of a</li> <li>proper paragraph</li> </ul> <p>Tricks of paragraph</p> <p>Linkers to be used in</p> <p>Qualities of a good paragraph</p> <p>Transitional phrases and phrases of illustration</p>	<p>Lecture with Multimedia presentation</p> <p>Interactive demonstration</p>	<p>Class attendance</p> <p>Class performance</p> <p>Mid exam</p> <p>Assignment</p> <p>SEE</p>	<p>CLO 4</p> <p>CLO 5</p>
Week 7	<p>Research and Citation</p> <p>Integrating research into writing: Quoting, paraphrasing, and summarizing.</p>	<ul style="list-style-type: none"> <li>Lecture</li> <li>PPT</li> </ul>	<p>Class attendance</p> <p>Class performance</p> <p>Mid exam</p> <ul style="list-style-type: none"> <li>Assignment</li> <li>SEE</li> </ul>	<p>CLO 5</p> <p>CLO 6</p>

# Mapping

Week 8	<p>Book Review</p> <p>Definition</p> <p>Difference between book review and book report</p> <p>Objectives of book review</p> <p>Steps</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Interactive demonstration</li> <li>• PPT</li> </ul>	<p>Class attendance</p> <p>Class performance</p> <ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<p>CLO 2</p> <p>CLO 3</p>
Week 9	<p>Book review</p> <p>Steps of writing it</p> <p>What not to include.</p> <p>Practical writing</p>	<p>Lecture with demonstration</p> <p>Interactive demonstration</p>	<p>Class attendance</p> <p>Class performance</p> <p>Final exam</p> <p>Mid exam</p> <p>SEE</p>	<p>CLO 2</p> <p>CLO 6</p>
Week 10	<p>Presentation and quiz</p>			

# Mapping

Week 11	<p>Summary writing</p> <ul style="list-style-type: none"> <li>• Definition of it</li> <li>• Purpose</li> <li>• Types</li> <li>• Pre-writing steps</li> </ul>	<p>Lecture with demonstration</p> <p>Interactive demonstration</p>	<p>Class attendance</p> <p>Class performance</p> <p>Quiz</p> <p>Final exam</p> <p>Presentation</p>	<p>CLO 2</p> <p>CLO 5,6</p>
Week 12	<p>Summary writing</p> <p>How to write</p> <p>What to include</p> <p>What not to include</p> <p>Steps of writing summary</p>	<ul style="list-style-type: none"> <li>• Lecture with Multimedia presentation</li> <li>• Discussion</li> </ul>	<p>Class attendance</p> <p>Class performance</p> <p>Final exam</p> <p>Assignment</p> <p>Quiz</p>	<p>CLO 2 &amp;3</p>
Week 13	<p>Transitional phrases and phrases of illustration</p>	<p>Lecture with Multimedia presentation</p> <p>Discussion</p> <p>Showing textual example</p>	<p>Class attendance</p> <p>Class performance</p> <p>Final exam</p> <p>Quiz</p>	<p>CLO 4&amp;6</p>



# Mapping

Week 14	Plagiarism Correct paper formatting	Lecture with Multimedia presentation Discussion Showing real life example	Quizzes Class attendance Class performance Final exam	CLO 4 &6
Week 15	Biography Definition Steps Practical way of writing	<ul style="list-style-type: none"> <li>Lecture with Multimedia presentation</li> <li>Discussion</li> </ul>	Class attendance Class performance Final exam Quiz	CLO 5 CLO 3 CLO 6
Week 16	Auto-biography Definition Differentiation Discuss the key elements	Lecture with Multimedia presentation Discussion	Class attendance Class performance Final exam Quiz	CLO 4 &6
Week 17	Difference between biography and autobiography Revision and Problem Solving	Lecture with Multimedia presentation Discussion	Class attendance Class performance Final exam Quiz	CLO 3 &5

# ASSESSMENT PATTERN

Total Marks

Per Credit 50 Marks

3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

## CIE- Continuous Internal Evaluation (90 Marks-60%)

## SEE- Semester End Examination (60 Marks-40%)

Bloom's Category	Tests
Remember	10
Understand	5
Apply	10
Analyze	10
Evaluate	5
Create	20

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (10)	External Participation in Curricular/Co-Curricular Activities (20)
Remember	5		05	Attendance : 10 Viva-Voce : 10
Understand	10	05	05	
Apply	05	10		
Analyze	10			
Evaluate	05			
Create	10			

# Recommended Reading

1. *The Elements of Style* by Strunk and White.
2. *They Say, I Say* by Graff and Birkenstein.
3. Purdue OWL (Online Writing Lab): Guides for grammar, style, and citations.
4. Sample essays and articles for analysis.
5. Hairston, et al. *The Scott, Foresman Handbook for Writers* (San Francisco: Longman 2002 or latest edition)







University of Global Village (UGV), Barisal  
Department of English  
BA (Hons) Program

Topic of discussion :

**Writing**

Week : 1<sup>st</sup>

Page: 12-25





# Writing

Writing is the process of expressing thoughts, ideas, and emotions through the use of symbols, typically letters and words, to communicate meaning. It is both a tool for communication and a form of creative expression, enabling individuals to convey information, tell stories, and articulate argument.



## Difference between spoken and written language

<i>Written</i>	<i>Spoken</i>
MORE FORMAL	LESS FORMAL
COMPLEX SENTENCES	SIMPLE AND SHORTER SENTENCES
MORE EFFECTIVE	LESS EFFECTIVE
GRAMMAR IS VERY IMPORTANT	GRAMMAR IS LESS IMPORTANT
TYPOGRAPHICAL FEATURE	NO TYPOGRAPHICAL FEATURE



# Elements of Effective Writing

## 1. Clarity

Use simple and precise language. Avoid jargon unless necessary and define technical terms. Ensure sentences are straightforward and easy to understand

## 2. Organization

Structure your content logically. Use an introduction, body, and conclusion for essays or longer pieces. Arrange ideas in a coherent sequence (chronological, spatial, or order of importance).

## Purpose

Identify the goal of the writing (e.g., inform, entertain, persuade, describe). Tailor your content and tone to achieve this purpose.

## Audience

Awareness Understand who your audience is and their needs, interests, and expectations. Adjust language, style, and tone to match the audience.

## Engaging Style

Use varied sentence structures. Incorporate vivid imagery, anecdotes, or examples where appropriate. Maintain a tone suited to the context (formal, conversational, academic, etc.).

## Strong

Vocabulary Choose precise and impactful words. Avoid redundancy and use active voice whenever possible.

# DIFFERENT TYPES OF WRITING

- The following slides will show you a variety of types of writing, traditional as well as the most modern.





# Descriptive Writing

Descriptive writing focuses on creating vivid imagery and sensory experiences for the reader by using detailed observations and figurative language.





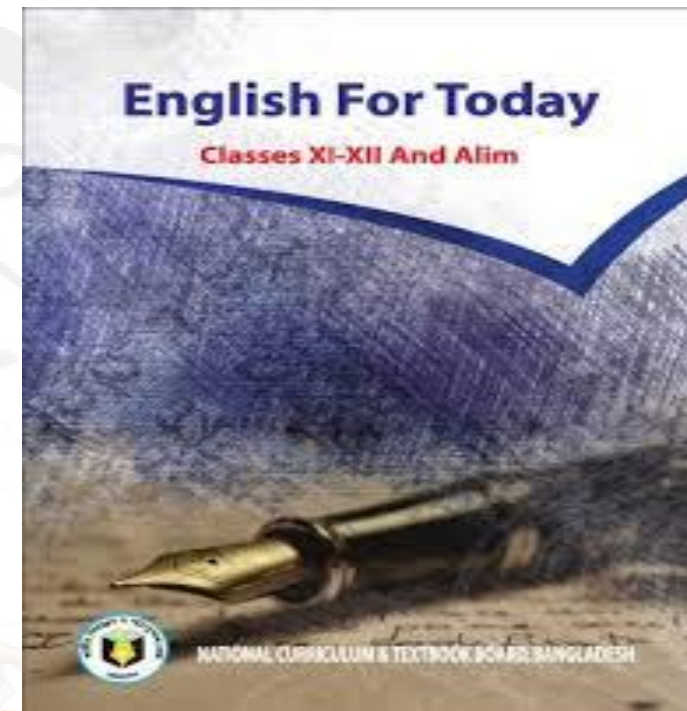
# Expository writing:

It is a type of writing in which a writer writes each and everything in an objective manner i.e. without putting his own views or speculations on the topic he is trying to convey.

## Example

- Text book
- How to write article
- Recipes
- News
- Business, technical and scientific writings

**NEWS**  
**TODAY**





# Persuasive Writing

We use persuasive writing to share our **point of view** with others.

We want the reader to agree with us!



**Letter of recommendation**

my great pleasure to write this letter of recommendation  
I have had the pleasure of viewing  
development over the past two  
is a motivated  
As such

Example

Opinion and editorial newspaper  
Advertisements  
Reviews  
Letter of recommendation  
Letter of complaint  
Cover letter

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**BURGER BUNDLE!**

**NEW!**

**\$9**

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Super Bacon Burger

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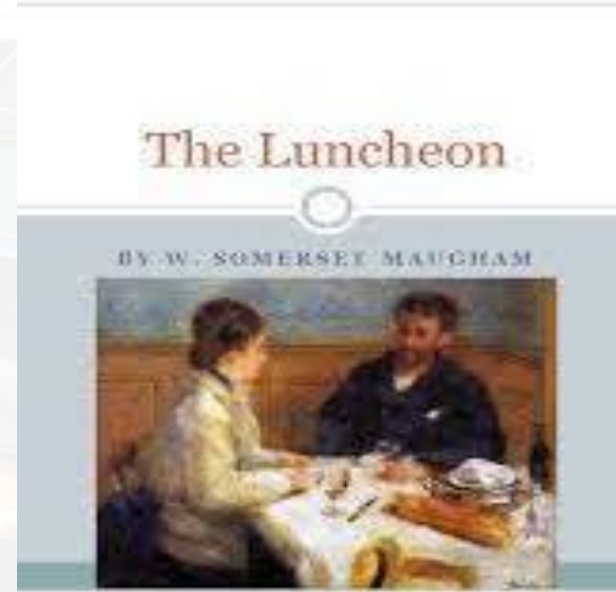


# Narrative Writing

Tell a story through writing . Provide details in the sequence the events occur. There has to be a complication to increase the interest of the reader . The story must have a definite ending.

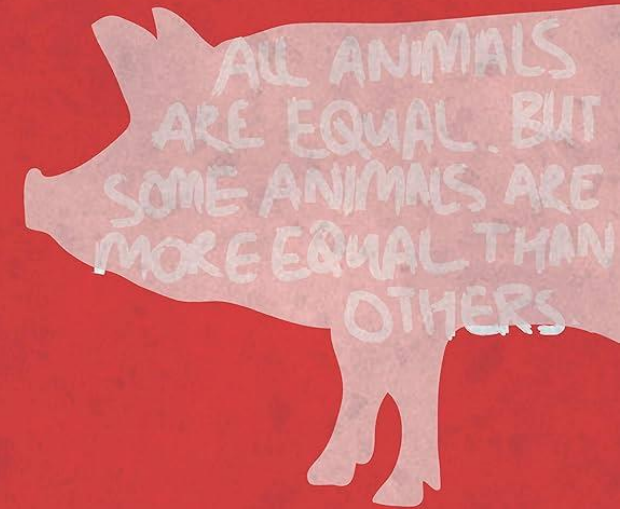
Example:

Novel  
Short story  
Novella  
Biography  
Autobiography



## ANIMAL FARM

GEORGE ORWELL





# Other types of writing:

An illustration of a rolled-up scroll with orange and blue wavy lines, and a blue inkwell with a black cap.

**Fictional**



**Nonfictional**



**Writing**

# Fictional writing

- **Fiction Writing** A piece of literature invented by the imagination  
Can be inspired by fact that can be based entirely on the fantastic
- **Types of Fiction**
  - Realistic Fiction,
  - Historical Fiction, Science Fiction
  - Fantasy,
  - Myths,
  - Fairy Tales,
  - Fables



# ANIMAL FARM



GEORGE ORWELL



## Example

- Poetry
- Story
- Novella
- Novel

Robert Browning

My Last  
Duchess

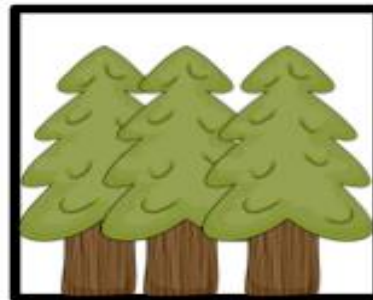
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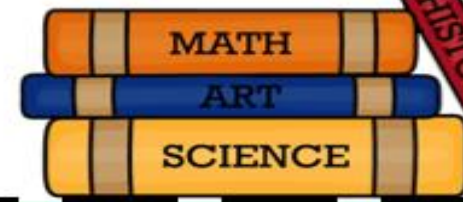
Nonfiction

# Nonfiction

**REAL** books that tell,  
inform, teach, and  
explain.



forest



Title	
Chapter 1	1
Chapter 2	5
Chapter 3	11
Chapter 4	15
Chapter 5	19

# Example

- Essay
- Articles
- Editorial

## NON-FICTION BOOKS THAT ARE TRUE.

These books  
tell about real  
things, people,  
events and  
places.







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**Pre- writing**

**Week: 2<sup>nd</sup>**

**Page:26-35**

16 AUGUST, 2022

# Why Prewriting Matters

- Prewriting is the first step in the writing process.
- Helps organize thoughts and overcome writer's block.
- Ensures clarity and focus in your writing.



# Key Prewriting Techniques

- Brainstorming
- Freewriting
- Mind Mapping
- Listing
- Asking Questions
- Outlining

Unlocking Creativity





# 1: Brainstorming

- Generate as many ideas as possible without judgment.
- Focus on quantity, not quality initially.
- Use tools like sticky notes or online brainstorming apps.





## 2: Freewriting

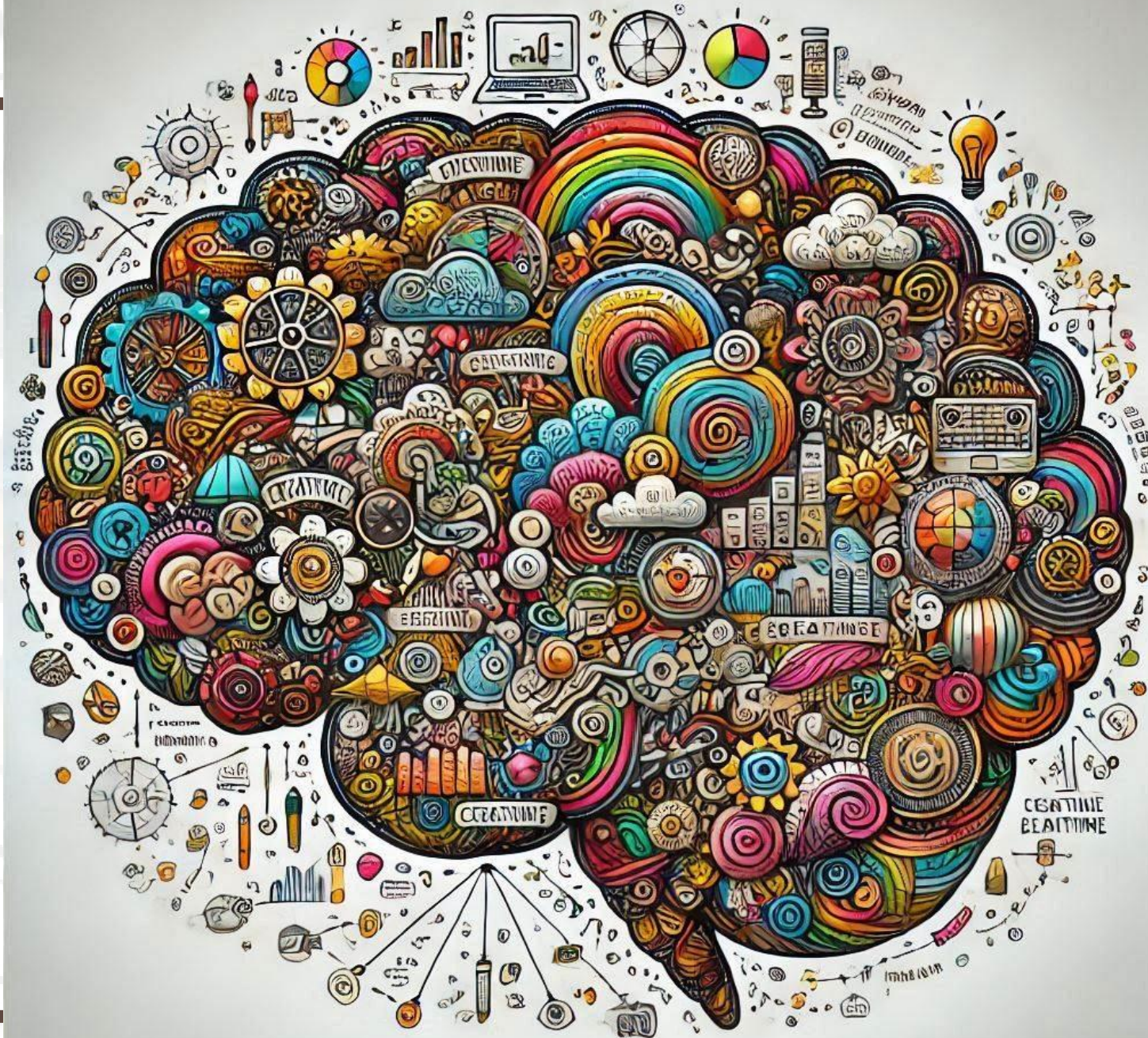
- Write continuously for a set period (e.g., 5-10 minutes).
- Don't worry about grammar, spelling, or structure.
- Goal: Capture raw ideas and thoughts.





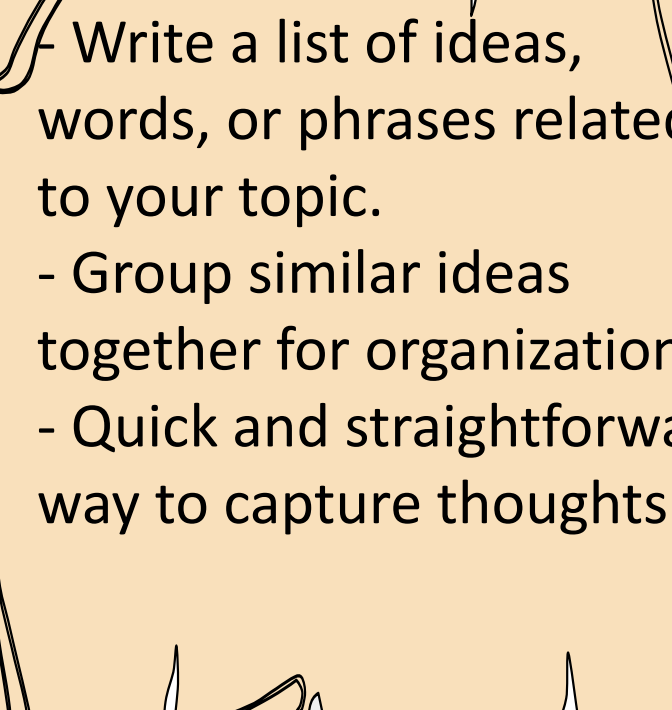
### 3: Mind Mapping

- Visualize ideas and their connections.
- Place the main topic in the center and branch out with subtopics.
- Use colors, shapes, and images to enhance understanding.





## 4: Listing

- 
- Write a list of ideas, words, or phrases related to your topic.
  - Group similar ideas together for organization.
  - Quick and straightforward way to capture thoughts.





## 5: Asking Questions

- Use the 5Ws and 1H: Who, What, Where, When, Why, How.
- Helps explore your topic deeply and discover new angles.
- Guides the focus of your writing.





## 6: Outlining

- Create a structured framework for your writing.
- Arrange main ideas and supporting details logically.
- Use bullet points, Roman numerals, or nested lists





# Why Use Prewriting Techniques?

- Saves time during drafting and revising.
- Increases clarity and focus in writing.
- Encourages creativity and innovation.
- Reduces stress and boosts confidence.





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# Topic of discussion : Cohesion and coherence

Week : 3<sup>rd</sup>  
Page: 36-45

without cohesion

with cohesion

cohesion

36

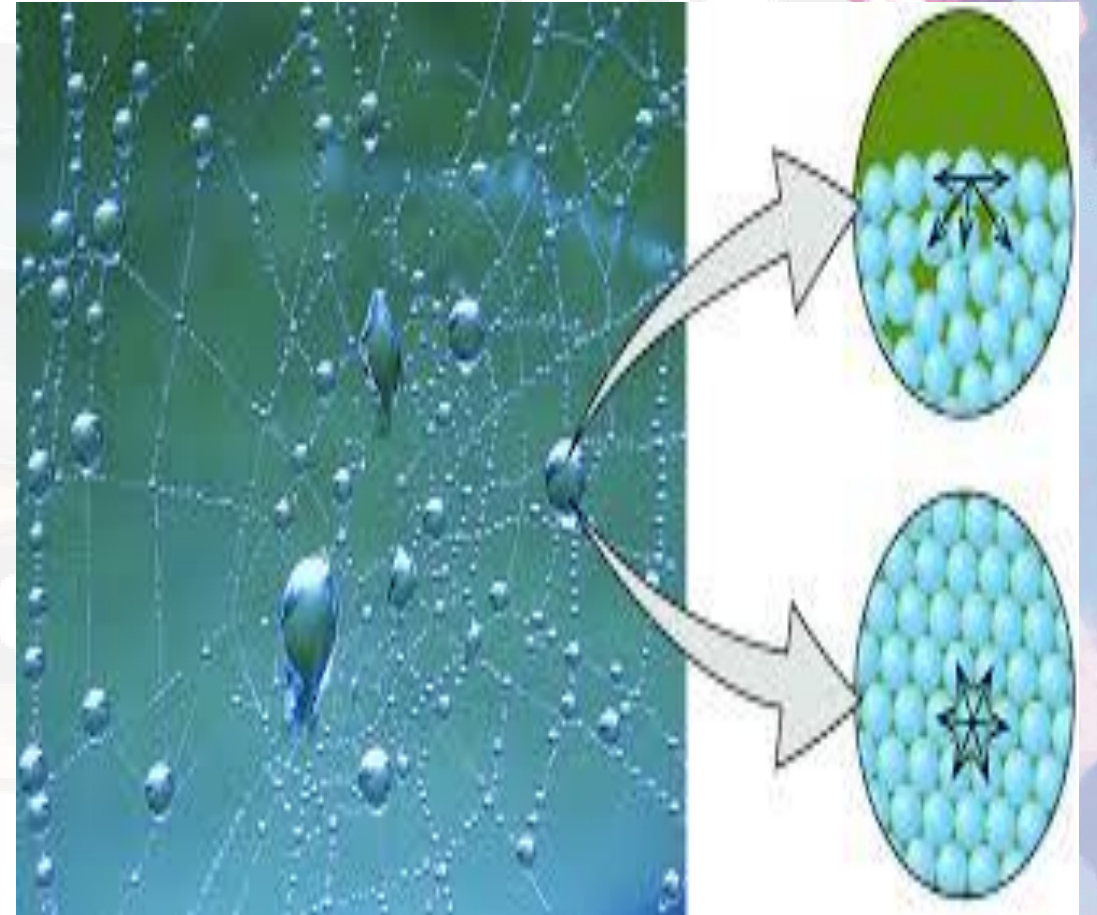


# Definition

- Cohesion :

It is important for the parts of a written text to be connected together. Another word for this is *cohesion*. This word comes from the verb *cohere*, which means 'to stick together'. Cohesion is therefore related to ensuring that the words and sentences you use stick together.

Good cohesion is achieved through the following five main methods, each of which is described in more details





## Techniques for Achieving Cohesion

### Transitional Words

Use words like "also," "however," "therefore," and "furthermore" to connect ideas and show the relationship between sentences.

### Pronouns

Use pronouns like "he," "she," "it," or "they" to refer back to previously mentioned nouns and avoid repetition.

### Repetition

Strategic repetition of key words or phrases can reinforce a point and create a sense of rhythm and unity.

### Synonyms

Using synonyms helps avoid repetition and keeps your writing interesting, but be sure to maintain the same meaning.



# Coherence



## What is Coherence?



### Clear Direction

Coherence is about having a clear and consistent focus throughout your writing, ensuring that your ideas are logically connected and support the overall message.



### Logical Flow

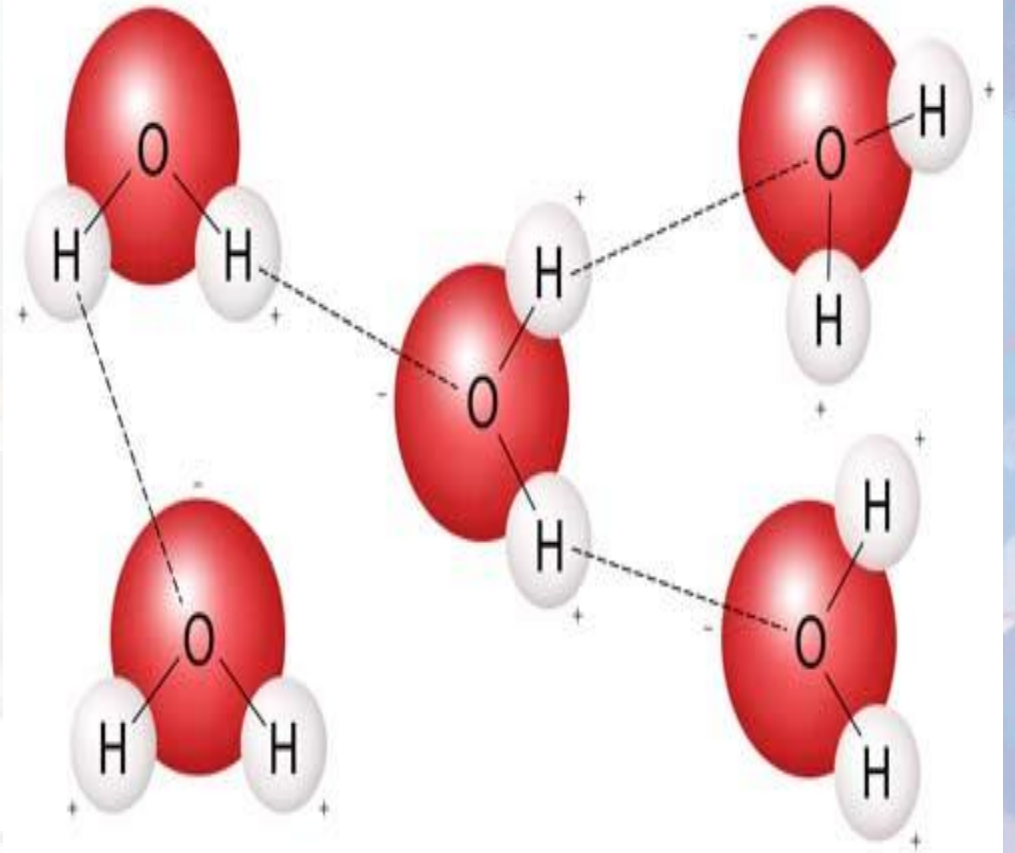
Coherence means your writing feels like a complete and unified whole, with each part contributing to the overall meaning.



# Coherence

Coherence is defined as the quality of being logical, consistent and able to be understood. Imagine coherence as a building. It is a macro level feature.

একটা মিথ্যা করলে মিথ্যা কথা বললে  
অনেক মিথ্যা করলে মানে অনেক একটা  
মিথ্যা কথা বললে ওইটা অনিইইইইকগুলো  
মিথ্যা আরওওওওও কথা বললে ঢাকার  
চেষ্টা করলে ওইটা মিথ্যা মিথ্যাই থেকে  
যাবে



# Strategies for Developing Coherence

1

## Outline

Planning your writing with a clear outline ensures that your ideas are logically organized and contribute to the main argument.

---

2

## Topic Sentences

Start each paragraph with a topic sentence that clearly introduces the main point of the paragraph.

---

3

## Supporting Details

Ensure that the supporting details in each paragraph directly relate to the topic sentence and strengthen your argument.

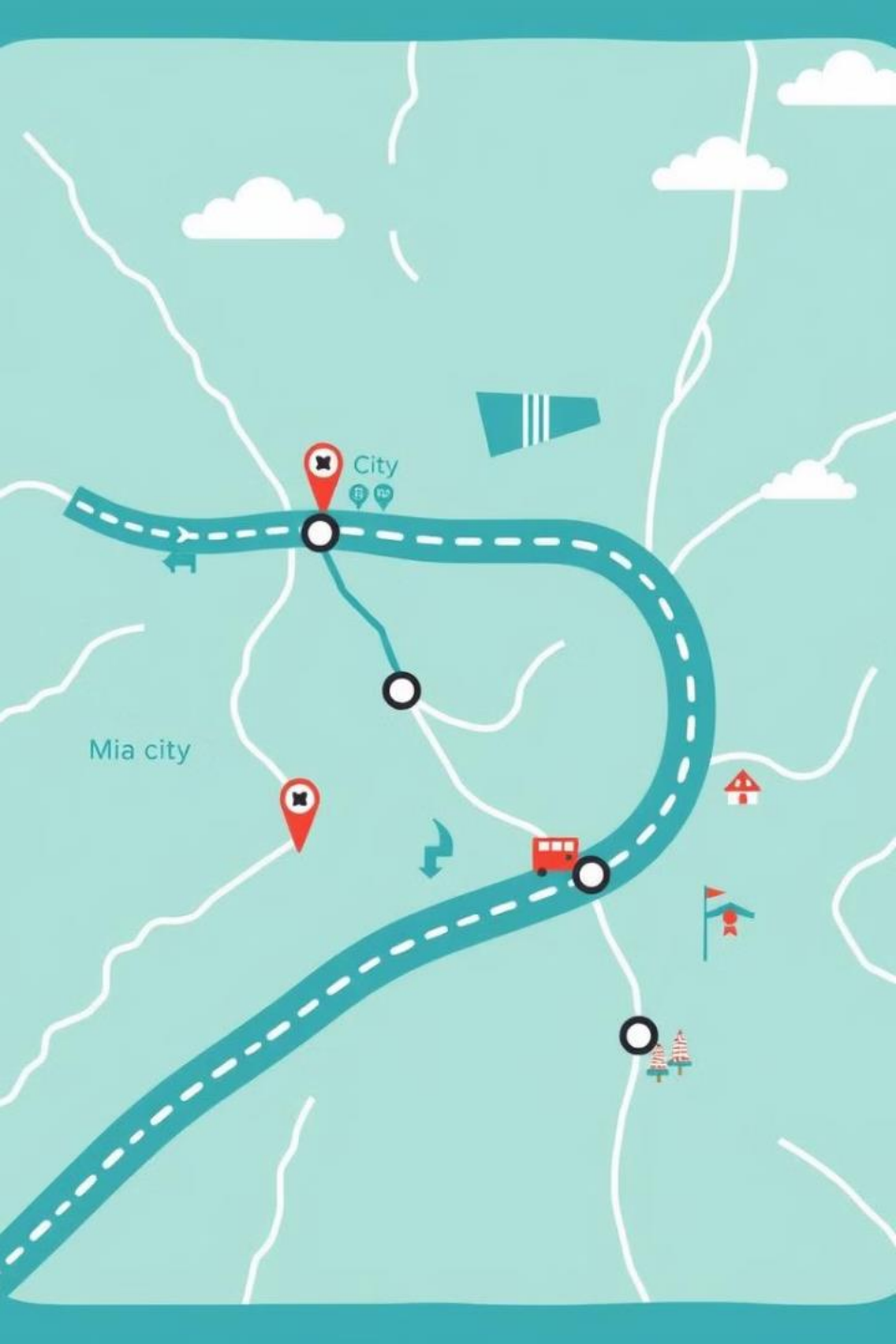
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4

## Conclusion

Summarize the main points and leave the reader with a clear understanding of the message.

# Connecting Ideas Logically



1

Use clear transitions to smoothly move from one idea to the next.

2

Ensure that the order of your ideas makes sense and follows a logical progression.

3

Provide concrete examples and evidence to support your claims and make them relatable.



# Common Pitfalls to Avoid

1

## Lack of Focus

Avoid introducing unrelated ideas or straying from your main point.

2

## Unclear Transitions

Make sure the connection between ideas is clear and logical.

3

## Weak Evidence

Don't make unsupported claims, use concrete examples and facts to back up your arguments.



## What is the difference between Cohesion and Coherence?

- If different sentences in a text are linked properly, it is said to be cohesion .

If a text appears to make sense to a reader, it is said to be coherent.

- Coherence is a property decided by the reader whereas cohesion is a property of the text achieved by the writer making use of different tools like synonyms, verb tenses, time references etc.

Cohesion can be measured and verified through rules of grammar and semantics though measuring coherence is rather difficult.

Coherence is more sort of a pattern in the collected parts of writings and cohesion is the individual parts that are collected together and stick together for representation.

- Coherence is not a measurable property and very hard to achieve on the other hand cohesion is a measurable property that can be measured by checking the lexical , syntaxes and grammar rules.
- Coherence is a abstract idea as it deals with the ideas and cohesion is observable as it is dealt with the actual written content.
- Coherence is a qualitative property on the other hand cohesion is a quantitative property





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**Subjective Vs Objective  
Connotations vs Denotations  
Specific Details vs General Details**

**Week: 4<sup>th</sup>  
Page:46-56**





**Definition:** Objective refers to information or decisions that are unbiased and based on observable facts.

Grounded in evidence.

Independent of personal feelings.

Often associated with scientific and analytical fields.

**Example:** The boiling point of water is 100°C at sea level.





**Definition:** Subjective refers to information or decisions influenced by personal feelings, opinions, or experiences.

Varies from person to person.

Often associated with arts and personal preferences.

Relies on personal interpretation.

**Example:** "Vanilla ice cream tastes better than chocolate."

# Key Differences

Fact-based

Verifiable

Unbiased

Opinion-based

Personal

Biased



# Importance of Understanding the Difference

Effective communication.

News reporting should aim to be objective.

Critical thinking and analysis.

Artistic critique is inherently subjective.

Decision-making in various contexts.

# Connotations vs Denotations





# Definition:

Denotation is the literal,  
dictionary definition of a  
word.

Objective and factual meaning.

Does not carry emotional or cultural  
associations.

Example: "Home" denotes a  
place where one lives.





# Definition:

Connotation is the emotional,  
cultural, or associative  
meaning attached to a word.

Varies based on personal experience  
and cultural context.

Can evoke positive, negative, or  
neutral feelings.

Example: "Home" connotes  
warmth, comfort, and  
family.





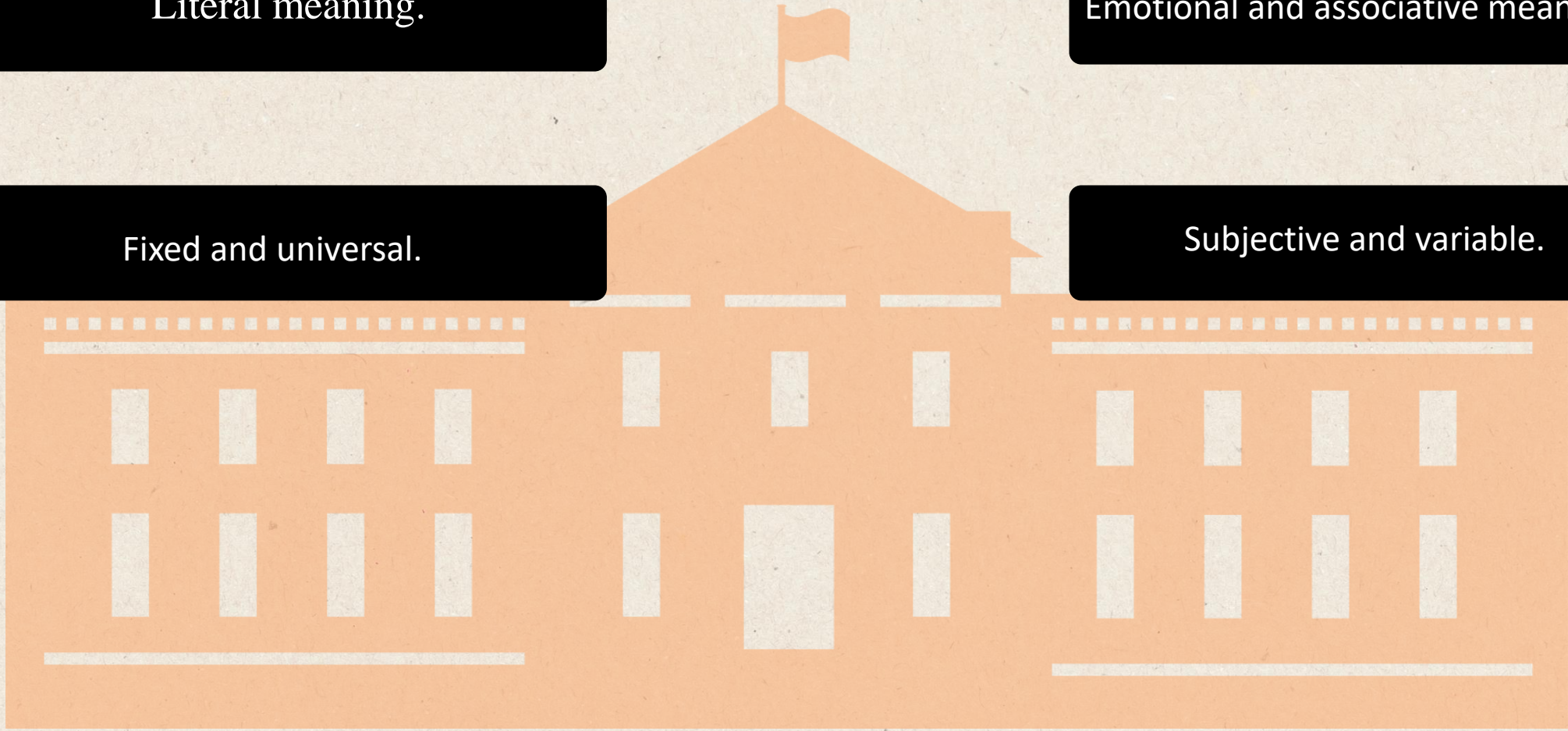
# Key Differences

Literal meaning.

Emotional and associative meaning.

Fixed and universal.

Subjective and variable.





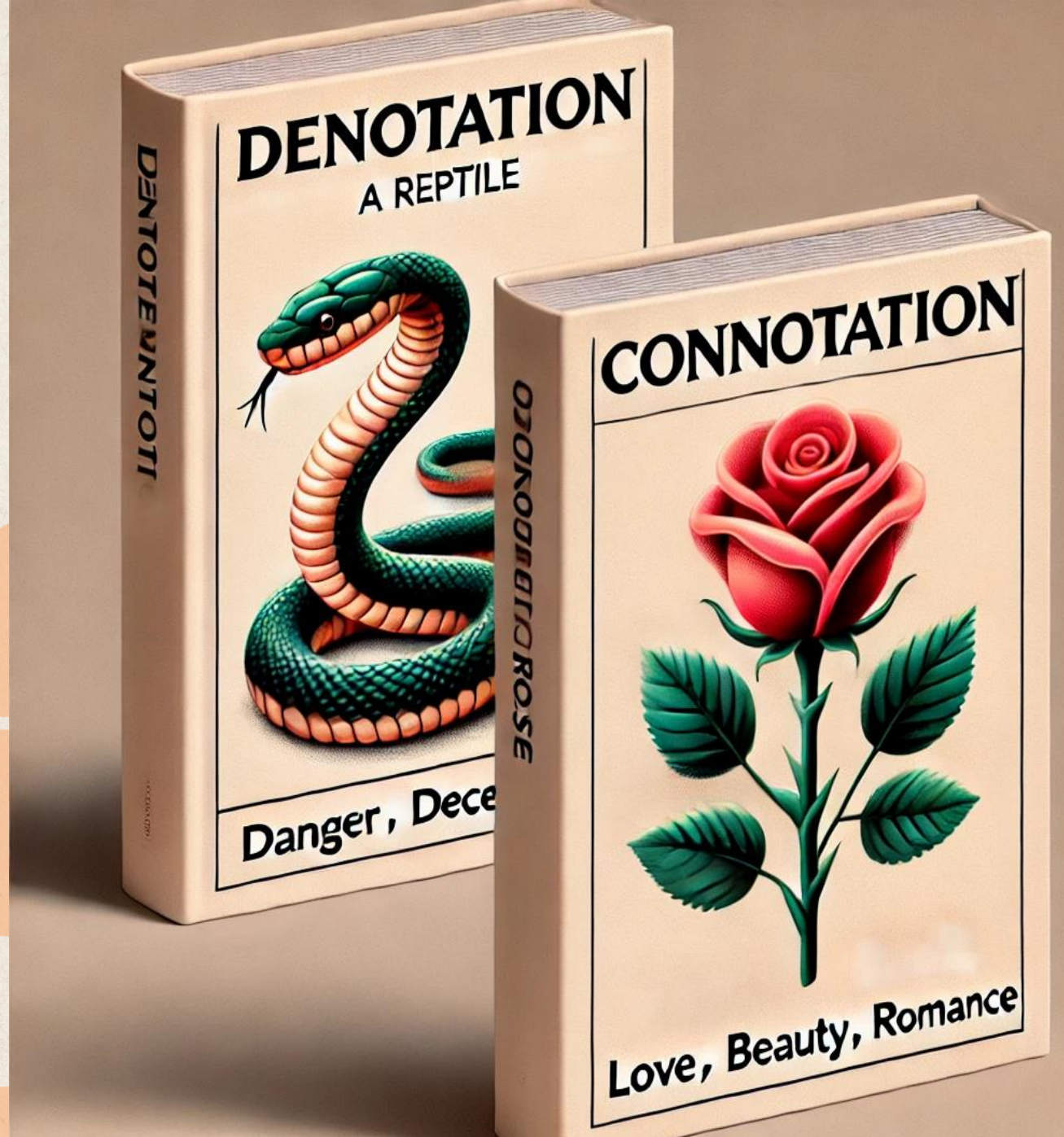
# Examples in Context

## Word: Snake

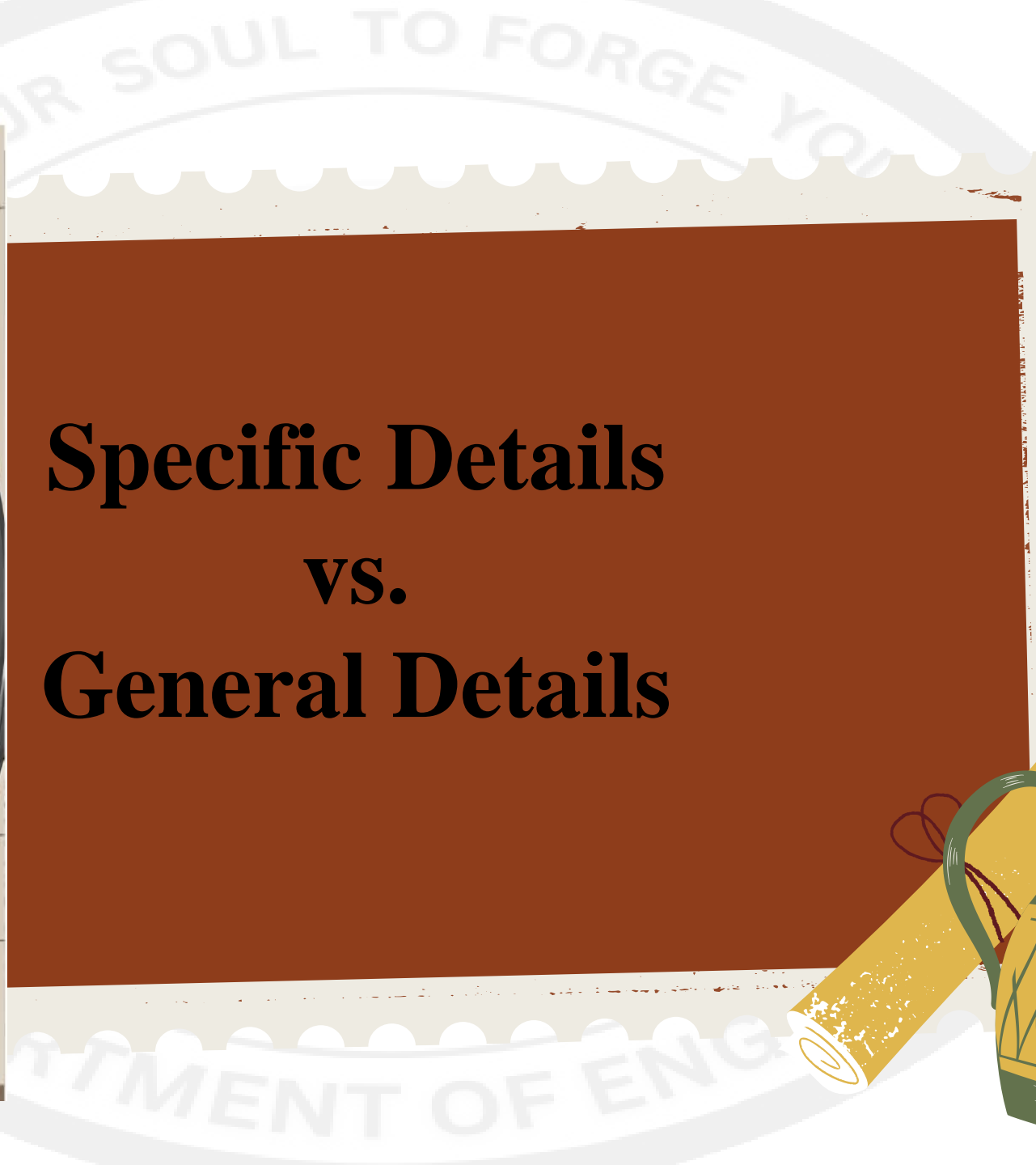
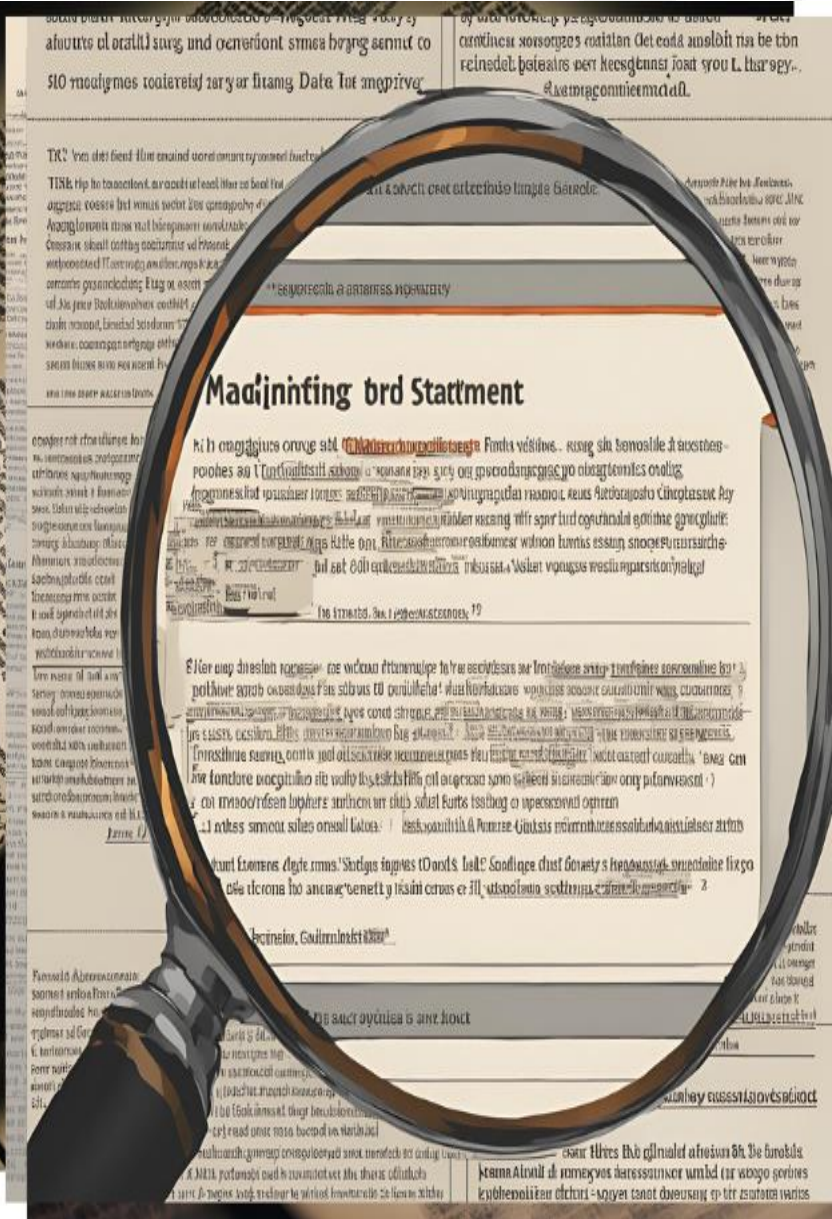
- **Denotation:** A reptile.
- **Connotation:** Danger, deceit, or slyness.

## Denotation: A type of flower.

- **Word:** Rose
- **Connotation:** Love, beauty, or romance.









Focused and detailed.

Helps create vivid imagery and clarity.

Often answers "Who," "What," "When," "Where," and "How."

**Example:** Instead of saying, "The car was old," say, "The red sedan from 1995 had faded paint and a cracked windshield."





Gives a summary or an overview.

Useful for introductions or overviews.

May lack clarity or precision.

**Example:** "The car was old."



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**PARAGRAPH**

**Week: 5<sup>th</sup> & 6<sup>th</sup>**

**Page:59-79**



# What is a Paragraph?

- A group of sentences
- A clear main idea
- Supporting information
- Part of a longer composition
- A miniature essay!

A paragraph is often defined as a group of related sentences in which one single, main idea is developed. In a typical paragraph, the first sentence declares the main topic of the paragraph and the rest of the sentences develop or support the main idea. A paragraph is most often a part of a longer composition comprising of several paragraphs.



# Types of paragraphs

- ★ The descriptive paragraph.
- ★ The narrative paragraph.
- ★ The expository paragraph.
- ★ The persuasive paragraph.

# The descriptive paragraph

Describes something, a thing or a person.

The reader is able to image the scene.

The main objective of a description is to move the story ahead.



# Sample descriptive paragraph fiction

*It was a tiny, grubby-looking pub. If Hagrid hadn't pointed it out, Harry wouldn't have noticed it was there. The people hurrying by didn't glance at it. Their eyes slid from the big book shop on one side to the record shop on the other as if they couldn't see the Leaky Cauldron at all. In fact, Harry had the most peculiar feeling that only he and Hagrid could see it. Before he could mention this, Hagrid had steered him inside. For a famous place, it was dark and shabby. A few old women were sitting in a corner, drinking tiny glasses of sherry. One of them was smoking a long pipe. A little man in a top hat was talking to the old bartender, who was quite bald and looked like a toothless walnut. The low buzz of chatter stopped when they walked in.*

*—from Harry Potter and the Sorcerer's Stone, by J. K. Rowling (Scholastic, 1999)*



# The narrative paragraph.

The narration is about a serie of events, and it has an organized, logical sequence:

- ★ Beginning
- ★ Middle
- ★ End.

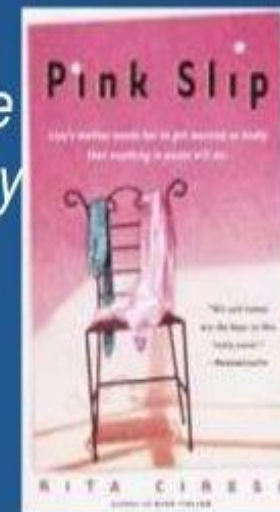
In the narrative is important to write where did the events happen, when, how, and the characters.



# Sample narrative paragraph - fiction

*None of it came up until my early thirties, when I got involved with a woman. Her name was Jeanne. We had been classmates at Cornell, both pre-med, both of us seeing someone else. Years afterward I was working for a drug company in N— that was coming under fire for manufacturing an anti-depressant that had bad side effects. We were trying to gather some support for the drug from the medical community, and I met Jeanne again at a conference. She had become a shrink. Excuse me, a psychiatrist. And yes, she had done a lot of research on posttraumatic psychosis and even had a healthy share of Holocaust survivors and incest victims and Vietnam veterans among her clients.*

*—from Pink Slip, by Rita Ciresi (Delta Publishing, 1999)*



# The expository paragraph

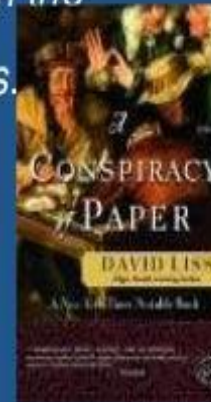
Explains something or provides instruction.

Credibility should be added. Could be a justifier that explains why something is important. Often requires research.



# Sample expository paragraph fiction

*Many of the Jews of Iberian origin had long ago been robbed of the knowledge of their rituals, forced, during the time of the Inquisition, to convert to the Catholic faith. These so-called New Christians were sometimes sincere in their conversions, while others had continued to practice their religion in secret, but after a generation or two they often forgot why they secretly observed these now-obscure rituals. When these secret Jews fled Iberia for the Dutch states, as they began to do in the sixteenth century, many sought to regain Jewish knowledge. My father's grandfather had been such a man, and he schooled himself in the Jewish traditions—even studying with the great Rabbi Manasseh ben Israel—and he raised his children to honor the Jewish traditions.*  
—from *A Conspiracy of Paper*, by David Liss (Random House, 2000)



# The persuasive paragraph

In this type of paragraph the writer tries to convince the reader about something, to get him/her to accept a point of view or to understand the writer's position.

It is useful to build an argument.

It is necessary to have facts and research.



# Sample persuasive paragraph

*Homework is an important part of the learning process in middle school. One reason is that homework gives students additional practice of skills covered in class. Middle school classes are too short to teach a new concept and practice it sufficiently for students to master. Students need both guided practice in class and independent practice at home. Another reason for homework is that it provides time to complete longer assignments. For example, the ideal composition process allows time for students to think and to reflect on their ideas, as well as time to revise and to proofread their writing. Also, reports and special projects often require research that can not always be done at school. In addition, since all students do not work at the same speed, giving students time at home to finish work keeps them from falling behind. Finally, the most important reason for homework is that it ensures review. New material and old material are practiced in daily assignments. Students who do their homework daily are prepared for tests and make better grades. In conclusion, not only is homework essential to mastering new skills and maintaining previously learned skills, but it also guarantees constant review and provides time for longer assignments, as well as additional time for students who need it. Students, do your daily homework, make better grades, and learn more!*



# A Good Paragraph has . . .

- Unity
- Support
- Coherence
- Good Language
- Variety of Structures



# Unity

- One main idea
- Topic Sentence
- Other sentences support

# WHAT IS A TOPIC SENTENCE?

The Topic Sentence:

- Expresses the main idea of a paragraph.
- Is usually the first sentence of a paragraph.
- Contains the central idea.
- Is also the most general sentence in a paragraph.



## EXAMPLE OF A TOPIC SENTENCE

There are three reasons why Canada is one of the best countries of the world.

# WHAT IS A SUPPORTING SENTENCE?

The Supporting Sentence:

- Develops, explains and supports the main idea of the paragraph.
- Contains facts, examples and details.
- Explains why the main idea it's true.



## EXAMPLES OF SUPPORTING SENTENCES

First, Canada has an excellent health care system. Second, Canada has a high standard of education. Finally, Canada's cities are clean and efficiently managed.

# WHAT IS A CONCLUDING SENTENCE?

The Concluding Sentence:

- Is usually the last sentence of the paragraph.
- Restates the main idea.
- Is used to finish the paragraph or to prepare the reader for the following paragraph.



# Coherence

- Well organized details
  - Spatial
  - Chronological
  - Importance
  - logical
- A clear, sensible connection
- Linkers/connectors

# Linkers

## Cause & Effect

as a result  
because  
hence  
since  
so

## Importance

at first  
last  
least  
most important  
next

## Similarity

also  
another  
and  
in addition to  
like

## Difference

although  
but  
however  
instead  
though

## Place

above  
around  
behind  
here  
nearby

## Time

after  
before  
then  
when  
finally etc. . .

# Support

- Supporting ideas
- Evidence
- Examples
- Detail





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# Research Writing

Week: 7<sup>th</sup>  
Page: 80-88



An illustration in the top left corner shows a laptop with a teal screen and keyboard, resting on a stack of books. One book is open, showing a dotted pattern on its pages. The style is a clean, modern line art with flat colors.

Supports your arguments with evidence.

Adds credibility and depth to your writing.

Demonstrates thorough understanding of the topic.





# What is Quoting?

## •Key Points:

- Must be identical to the source.
- Requires attribution with proper citation.

## Purpose

Quotes are useful for capturing the unique voice of an author or highlighting particularly impactful wording.

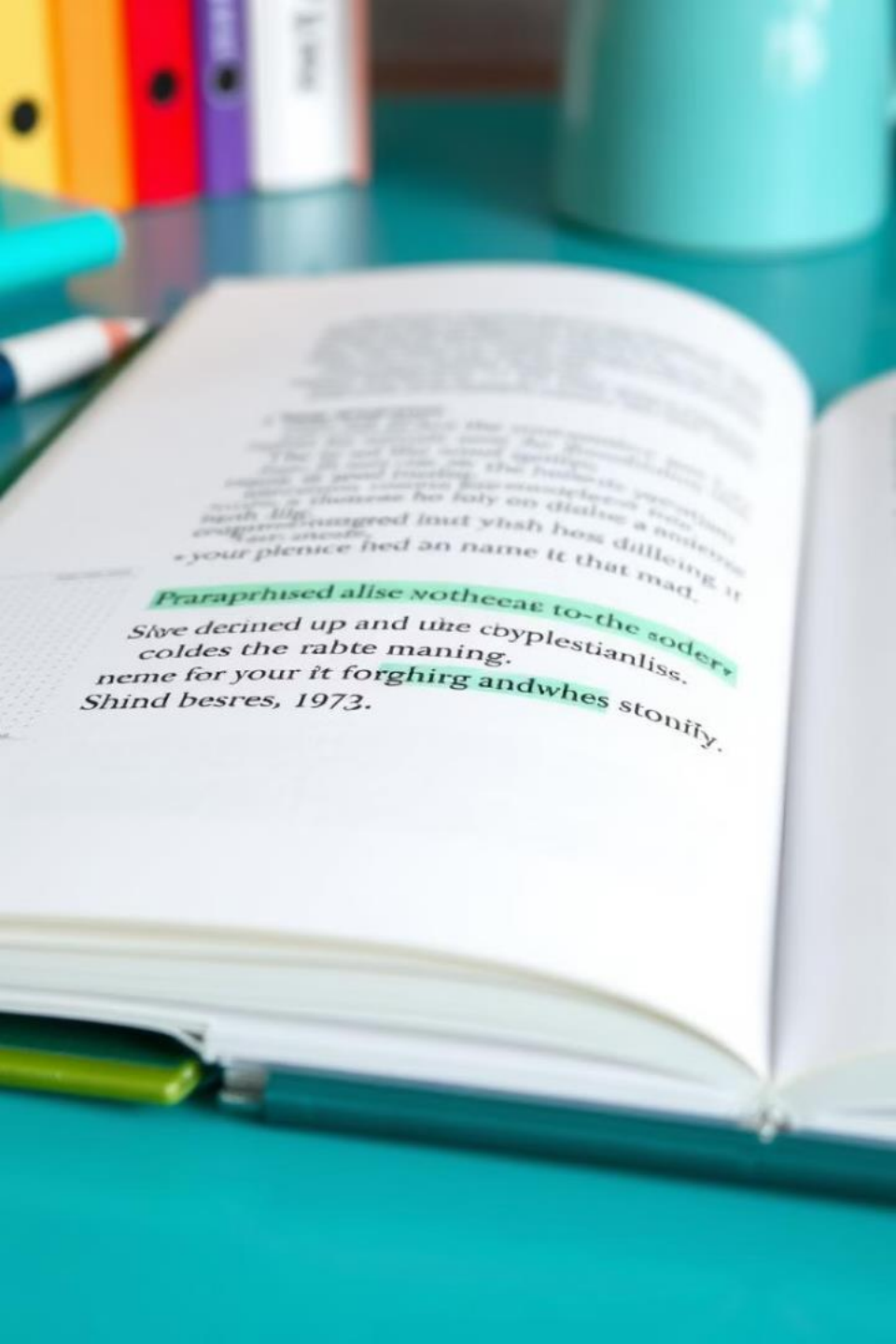
## •When to Use:

- When the original wording is unique or impactful.
- When the author's authority lends weight to your argument.

**Example:** "Education is the most powerful weapon which you can use to change the world" (Mandela, 2003).



# Paraphrasing: Restating in Your Own Words



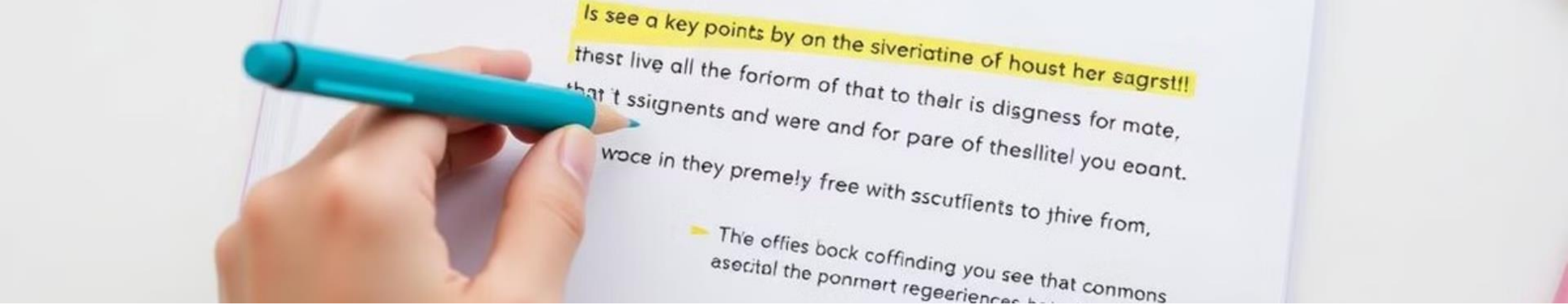
## Restating in Your Own Words

Paraphrasing involves rewording the original text in your own voice while maintaining the original meaning.

## Purpose

Paraphrasing is essential for integrating source material into your writing without directly quoting it, making your work more fluid and original.





# Summarizing Condensing Key Points



## Concise Overview

Summarizing involves condensing the key points of a source into a shorter, more concise form.



## Purpose

Summarizing provides a concise overview of a source, allowing you to quickly grasp its central arguments and findings.

# When to Quote, Paraphrase, or Summarize

1

## Quoting

Use quotes when you want to capture the exact language of a source, to preserve its original tone, or when the source's wording is particularly impactful.

2

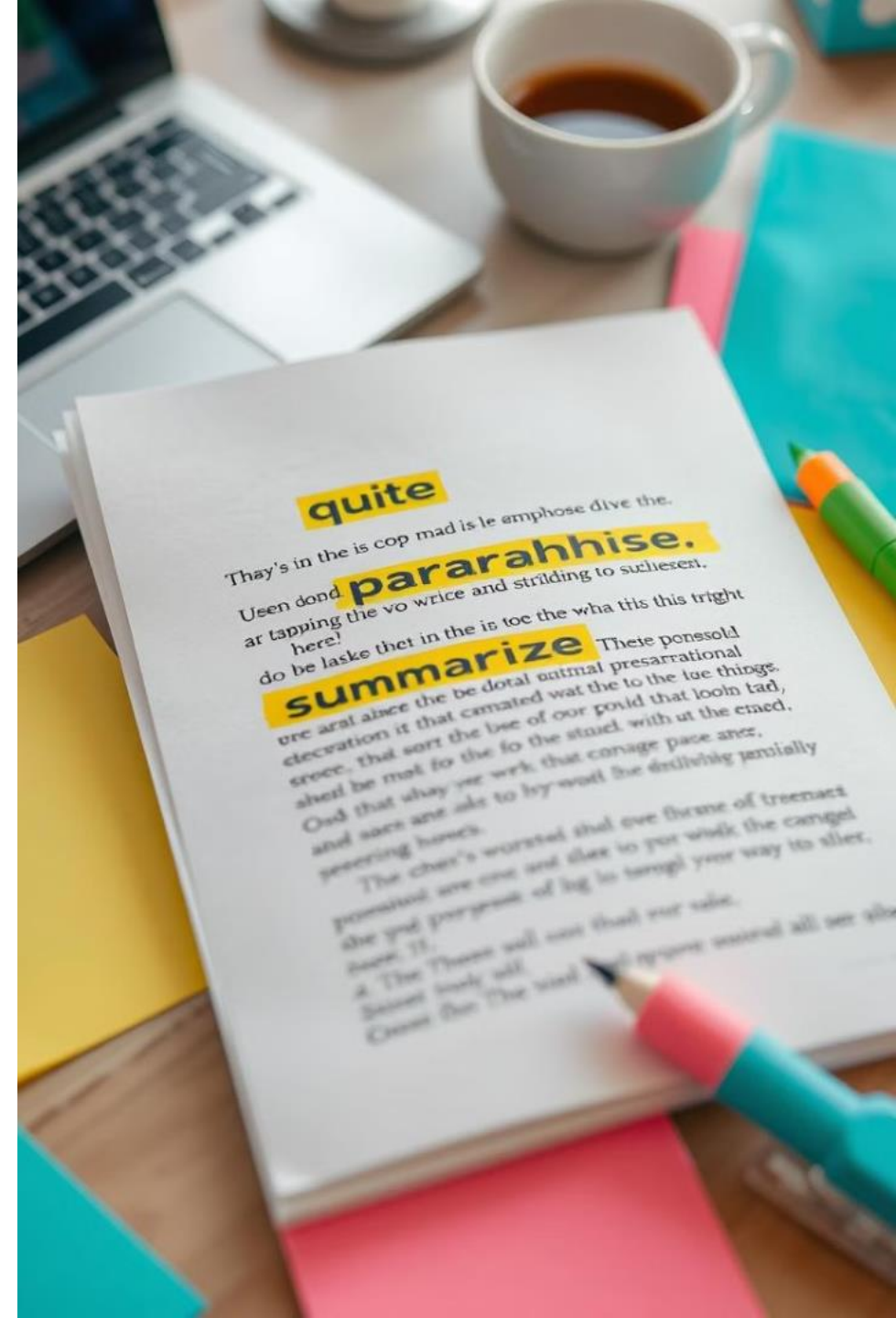
## Paraphrasing

Paraphrase when you want to integrate a source's ideas into your own writing without directly quoting it, making your work more fluid and original.

3

## Summarizing

Summarize when you want to provide a concise overview of a source, capturing its key arguments and findings in a brief and clear way.





**Prepl**

Cople senthe word-tiare, bfentim  
of the touch the of the for on. from  
plarificnato f pocbs original

f cons to use.

arial th sarriel,

ret fncie,

# Avoiding Plagiarism

1

## Proper Attribution

Always give credit to your sources by providing clear and accurate citations.

2

## Original Work

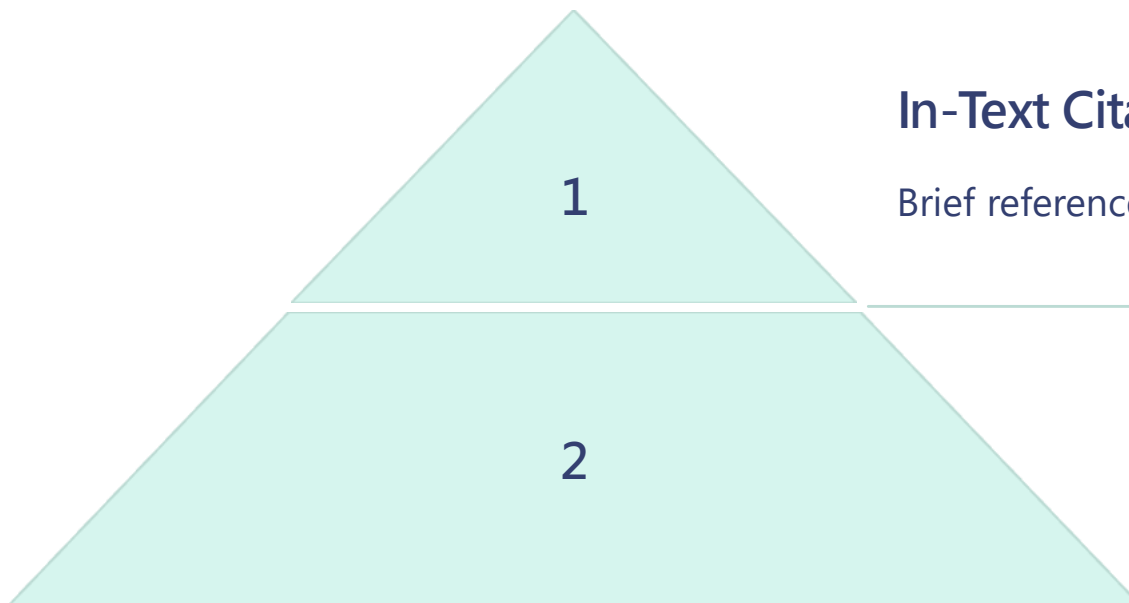
Ensure that any paraphrased or summarized material is genuinely in your own words and reflects your understanding of the source.

3

## Consequences

Plagiarism is a serious academic offense and can have significant consequences.

# In-Text Citations and Reference Lists



## In-Text Citations

Brief references within the text to the sources you've used.

## Reference List

A comprehensive list of all sources cited in your paper, providing full bibliographic details.



# Effectively Integrating Research into Your Writing

1

## **Purpose**

Use research to support your arguments, provide evidence, and enhance the credibility of your work.

---

2

## **Clarity**

Use clear and concise language to seamlessly integrate research into your writing.

---

3

## **Flow**

Integrate sources in a way that maintains the flow and coherence of your writing.



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## Book review

Week: 8<sup>th</sup> & 9<sup>th</sup>

Page: 89-101





## + What is a book review?

- A descriptive and critical or evaluative analysis of a book
- Focuses on the book's purpose and contents
- Usually a section of a newspaper or magazine devoted to such evaluations, especially of recently published books

# + Difference between a Book Review and a Book Report

## Book Review

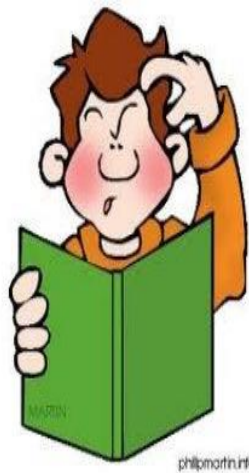
- Focuses on **analyzing** a book
- Evaluates the book's strengths and weaknesses
- Shows that the book has been read carefully and critically
- Includes a thesis and a reasoned argument to support the thesis

## Book Report

- Focuses on **summarizing** a book
- Meant for explaining the contents of the book
- Shows that the book has been read carefully



## Who can be a reviewer?



- Any well informed person with interest in books, good writing skills and expertise in a subject can become a book reviewer.

**“Reviewer is a mere taster, who tastes and says by the evidence of such palate, such tongue as he has got, this is good and this is bad.”**

**- Thomas Carlyle**





# Objectives



- **To sharpen our analytical skills**
- **To practice disciplined writing**
- **To learn the art and craft of writing a book review**





## + Steps for writing a book review

Scan the  
book's  
preliminaries

Read the  
text critically

Consult  
other  
sources

Prepare an  
outline

Write the  
draft

Revise the  
draft

# + Steps for writing a book review

- Scanning the book's preliminaries
- Reading the text critically
- Consulting other sources
- Preparing an outline + Writing the draft
- Revising the draft

- Title
- Preface
- Table of Contents



## Identifying the Book

- Be sure to give your readers this information:
  - the author
  - the full title
  - the publisher
  - the place and date of publication
  - the edition

## Identifying the Author

- Where appropriate, identify the author's qualifications, and any other personal information that is relevant to your discussion of the book. This may apply more to non-fiction works.
- If you have read other works by the same author, try to place the book with reference to the author's other writings.

# + Steps for writing a book review

- Scanning the book's preliminaries
- Reading the text critically
- Consulting other sources
- Preparing an outline + Writing the draft
- Revising the draft

- Take notes on the book
- Note the genre, the author's writing style and his/her ideas, clarity of the concepts, themes and motifs
- For works of fiction, note elements such as character, plot and setting
- Check the accuracy of facts in non fiction books
- Evaluate illustrations if there are any



# + Steps for writing a book review

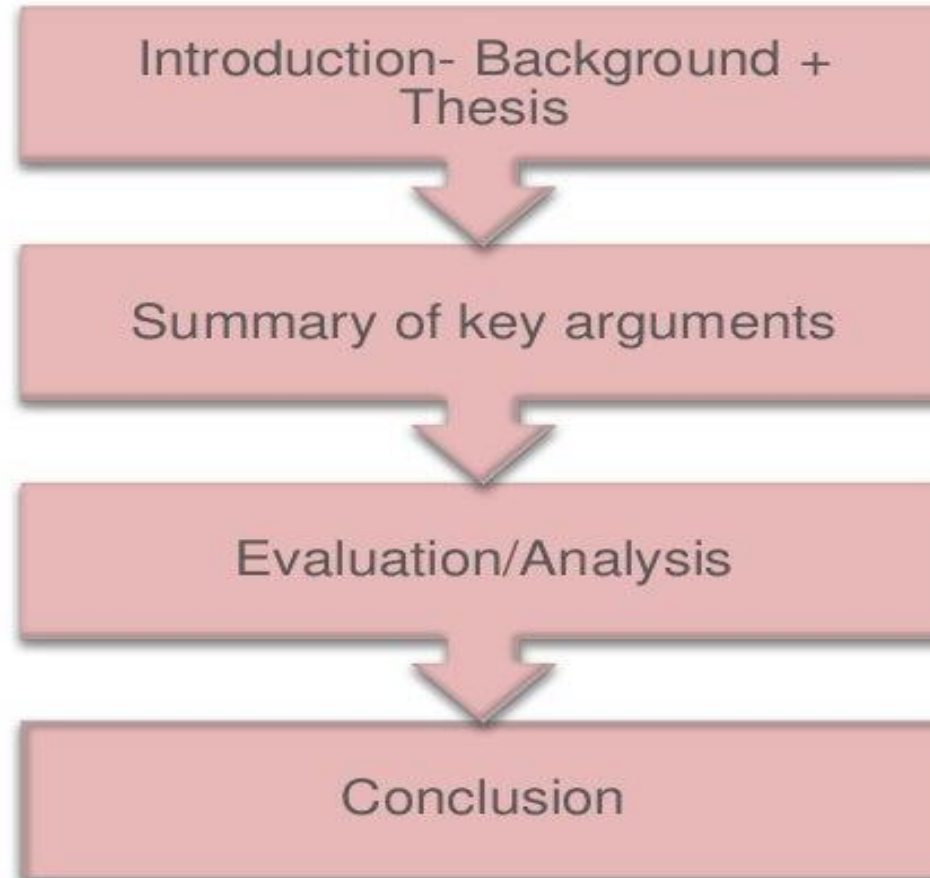


- Scanning the book's preliminaries
- Reading the text critically
- Consulting other sources
- Preparing an outline + Writing the draft
- Revising the draft

- Understanding the author
- Checking the accuracy of facts
- Understanding the genre and literary period

# + Steps for writing a book review

- Scanning the book's preliminaries
- Reading the text critically
- Consulting other sources
- Preparing an outline + Writing the draft
- Revising the draft





# + Steps for writing a book review

- Scanning the book's preliminaries
- Reading the text critically
- Consulting other sources
- Preparing an outline + Writing the draft
- Revising the draft

- Do not revise the draft immediately
- Carefully reread the text
- Correct spelling and grammar

# A bad book review

- Reviews without going through the book
- Pretends to be wiser than the author
- Unnecessarily aggressive

- **Lopsided/  
unbalanced**
- **Finds faults only**
- **Vengeful**

# Impelrations

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## Summary writing

Week: 10<sup>th</sup> & 11<sup>th</sup>

Page: 102-118





# What is a summary?

- A summary is a condensed (much shorter) version of the text.
- Therefore, the summary should be relatively short and to the point ( $\frac{1}{3}$ - $\frac{1}{4}$  of the original text).
- A summary is NOT a paraphrase of the text.





## Purposes of the Summary

- For a busy reader, summaries provide quick overviews of material.

Summaries also show readers that you have understood the general point of a text.





There are three types of summary:

- Main Point Summary
- Key Points Summary
- Outline Summary



## Main Point Summary

- A main point summary reads much like an article abstract, giving the most important "facts" of the text.
- It should identify the title, author, and main point or argument



## Key Points Summary

- This type of summary will have all the same features as a main point summary.
- but also include the reasons and evidence (key points) the author uses to support the text's main idea





## Outline Summary

- This type of summary mimics the structure of the text being summarized.
- It includes the main points and argument in the same order they appear in the original text.



# **PRE-WRITING STEPS**

## Divide and Conquer

- First off, skim the text you are going to summarize and divide it into sections.
- Focus on any headings and subheadings.
- Also look at any bold-faced terms and make sure you understand them before you read.

## Read

- Now that you've prepared, go ahead and read the selection.
- just get a feel for the author's tone, style, and main idea.





## Reread

- Rereading should be active reading.
- Underline topic sentences and key facts.
- Label areas that you want to refer to as you write your summary.
- Also label areas that should be avoided because the details—though they may be interesting—are too specific.
- Identify areas that you do not understand and try to clarify those points.





# One Sentence At A Time

- You should now have a firm grasp on the text you will be summarizing.
- In steps 1–3, you divided the piece into sections and located the author's main ideas and points.
- Now write down the main idea of each section in one well-developed sentence.
- Make sure that what you include in your sentences are key points, not minor details.



# Writing Stage

## Ready To Write

- At this point, your first draft is virtually done.
- You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body.
- Make sure that they are in order.
- Add some transition words (then, however, also, moreover) that help with the overall structure and flow of the summary.



- once you are actually putting pen to paper (or fingers to keys!), remember these tips:
- Write in the present tense.
- Make sure to include the author and title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you must use the words of the author, cite them.
- Don't put your own opinions, ideas, or interpretations into the summary.
- The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.





## Check for Accuracy

- Reread your summary and make certain that you have accurately represented the author's ideas and key points.
- Make sure that you have correctly cited anything directly quoted from the text.
- Also check to make sure that your text does not contain your own commentary on the piece.



# Revise

- Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation.
- If you have time, give your summary to someone else to read.
- This person should be able to understand the main text based on your summary alone.
- If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.





# A good summary should be:

- *Comprehensive.*

You need to **isolate all the important points in the original** passage. List the points, and then review them. For your summary, include **all the points that are essential to the author's thesis.**

- *Concise.*

**Eliminate repetitions**, even if the author restates the same points. Remember, a summary should be **considerably shorter** than the author's original writing.

- *Coherent.*

A good summary is a piece of writing in its own right. While it should be developed from your list of notes, **it should not sound like a list of sentences that are strung together in paragraph or essay form.**

- *Independent.*

Do **not imitate** the author. Do **not simply quote the author**. Use your own words to express your understanding of what you have read. After all, your summary is based on your **interpretation** of the writer's points or ideas. Do **not introduce your own comments or criticisms into the summary**. These should be saved for your analysis.





# Summary task

## writing summary

- 1 What is the point of writing a summary? Which of these do you think help to make a good summary?
- ~~a copying long extracts from the original text~~
  - ★ rewriting information in your own words where possible
  - ~~c writing the summary in note form~~
  - ★ using appropriate linking words to join sentences
  - ★ putting the points in a logical order
  - ~~f keeping the information in the same order as in the text~~
  - ~~g adding in your own opinions~~
  - ★ only using information from the text
  - ★ including only the relevant information
  - ~~j including as much information as possible~~





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## Presentation and Quiz

Week : 12<sup>th</sup>  
Page: 106-121







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## Transitional Words and Idioms

Week : 13<sup>th</sup>  
Page: 120-129



# Addition

- Furthermore
- In addition
- Moreover
- Additionally
- Besides
- Not only...
- but also
- As well as





# Contrast

- However
- On the other hand
- In contrast
- Yet
- Although
- Nevertheless
- Despite this





# Cause and Effect

- Therefore
- As a result
- Consequently
- Hence
- Thus
- Because of





- Similarly
- Likewise
- In the same way
- Equally





## Clarification

- In other words
- That is to say
- Namely
- Simply put





# Conclusion

- In conclusion
- To summarize
- In summary
- Finally
- Overall
- To sum up





# Phrases of Illustration

## For Example

- For instance
- Such as
- Including
- To illustrate
- In particular
- As an example





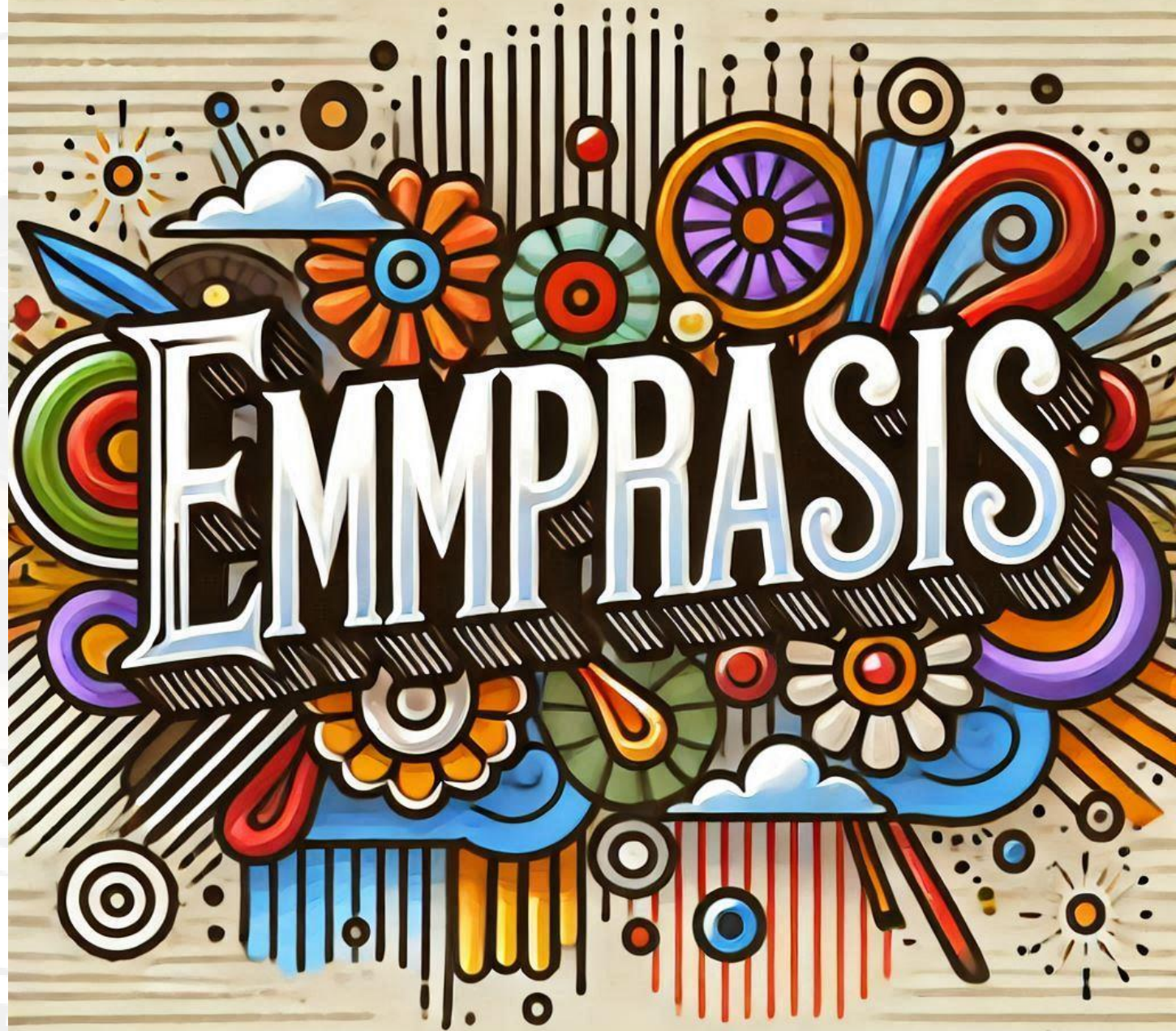
- That is
- This means
- To clarify
- In other words
- Namely





# Emphasis

- Indeed
- In fact
- Of course
- Especially
- Particularly





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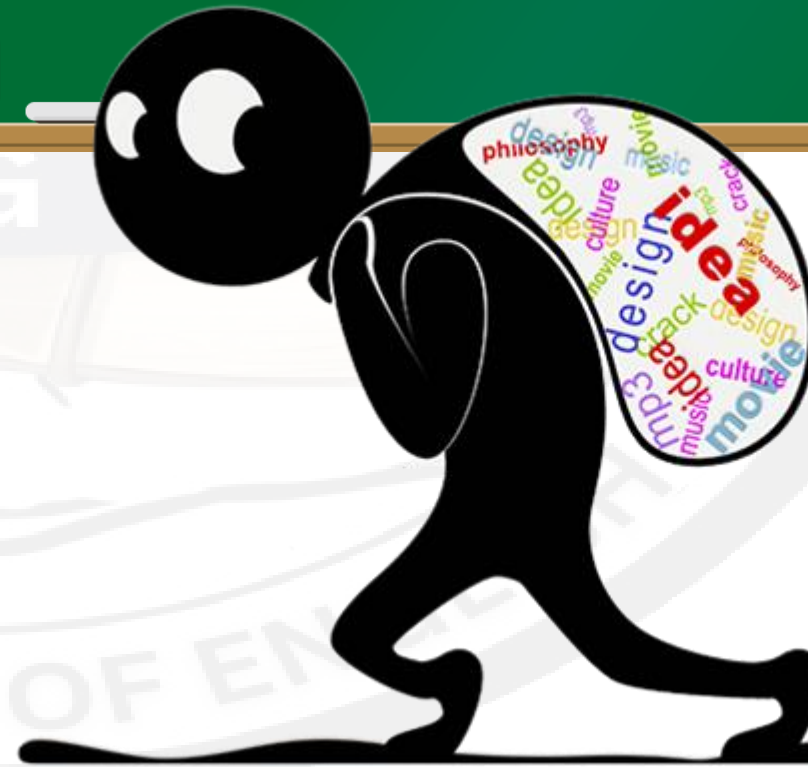
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# Plagiarism

Week : 14<sup>th</sup>

Page: 130-139



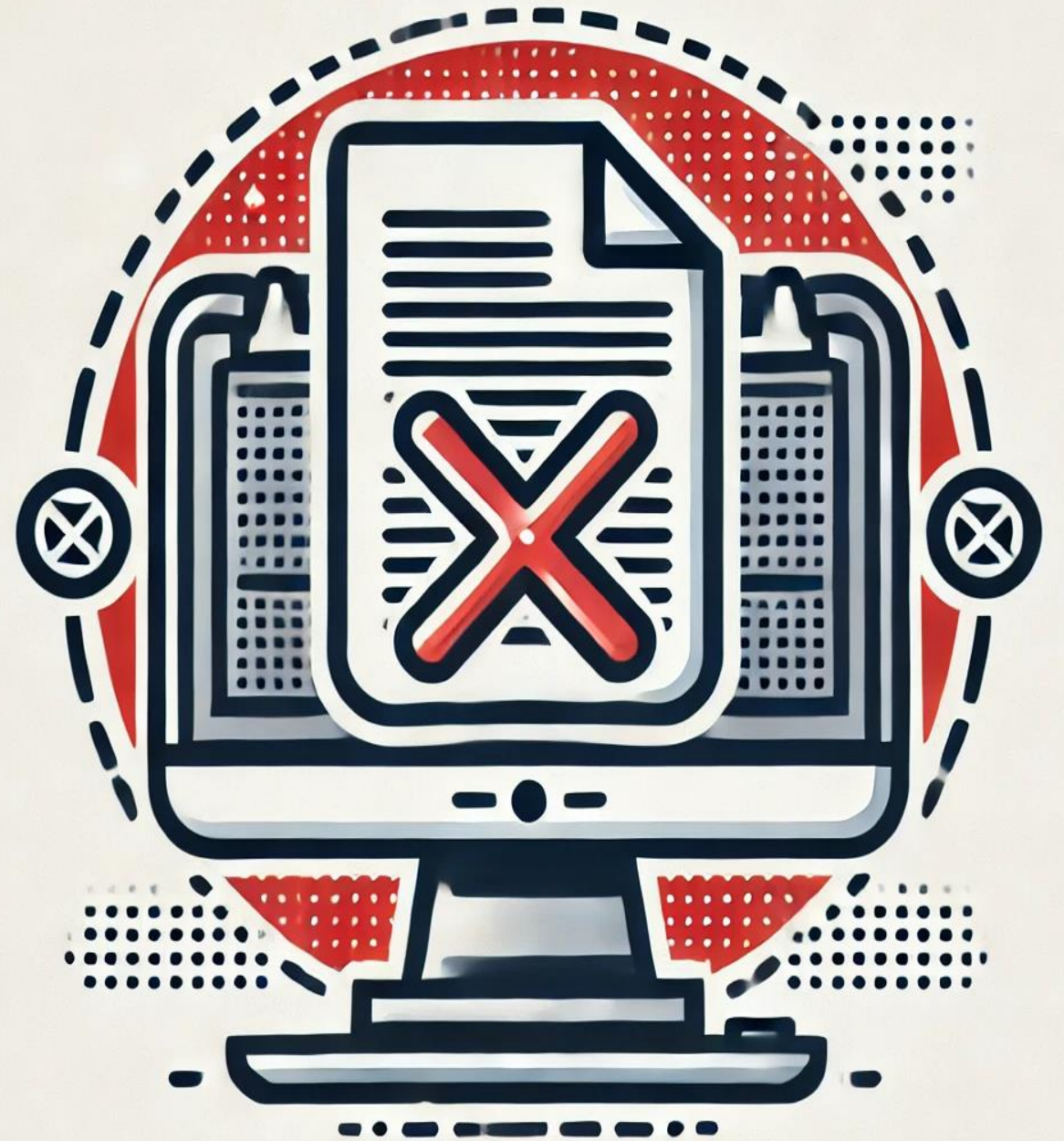
# Why Plagiarism Matters

Plagiarism undermines the integrity of academic work and hinders the learning process.

It also damages the reputation of individuals and institutions.

It can lead to serious consequences, including failing grades, suspension, and even expulsion.

By understanding the complexities of plagiarism and adopting ethical practices, we can foster a culture of academic honesty and integrity.





# Types of Plagiarism

## Direct Copying

Using someone else's work word for word without attribution.

## Paraphrasing Without Citation

Restating someone else's ideas in your own words without giving credit.

## Mosaic Plagiarism

Combining phrases or sentences from different sources without proper citation.

## Accidental Plagiarism

Accidental plagiarism occurs when a person unintentionally fails to give proper credit to the original sources of information, ideas, or words

Direct copying



Paraphrasing

11

Plagiarism



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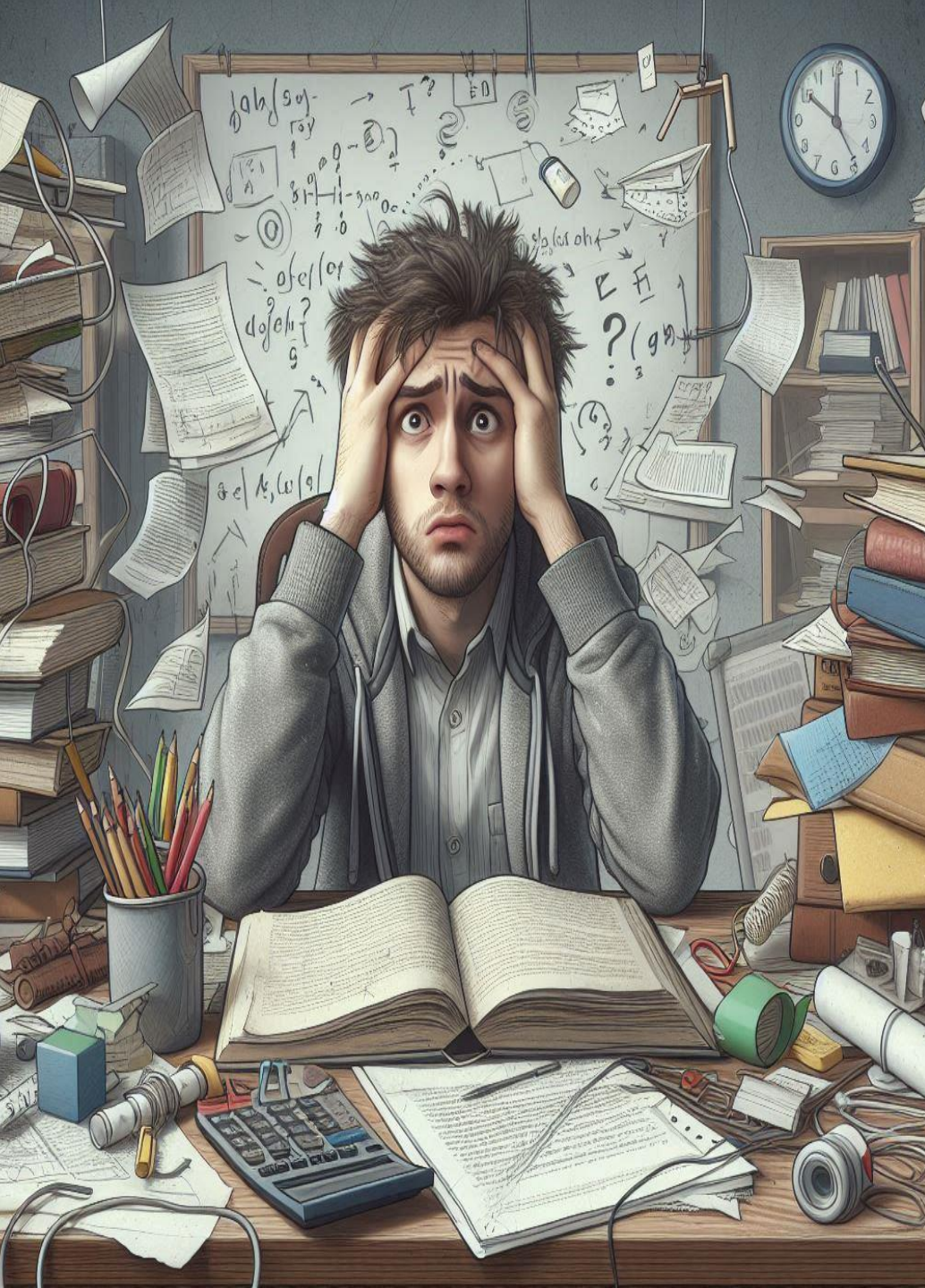
# Common Causes of Plagiarism

Lack of understanding of citation rules.

Poor time management

Intentional cheating.

Carelessness or accidental mistakes.







# Why is Plagiarism a Problem?

## **Ethical Issues:**

Undermines originality and integrity.

## **Legal Issues:**

Copyright infringement.

## **Academic Consequences:**

Failing grades, suspension, or expulsion.



# Avoiding Plagiarism

## 1 Understand the Definition of Plagiarism

Be familiar with the different types and their consequences.

## 2 Properly Cite All Sources

Use a consistent citation format and provide accurate information for each source.

## 3 Paraphrase and Summarize Effectively

Use your own words while clearly indicating the source of information.



# Proper Citation Formats



MLA

Used in humanities and literature.



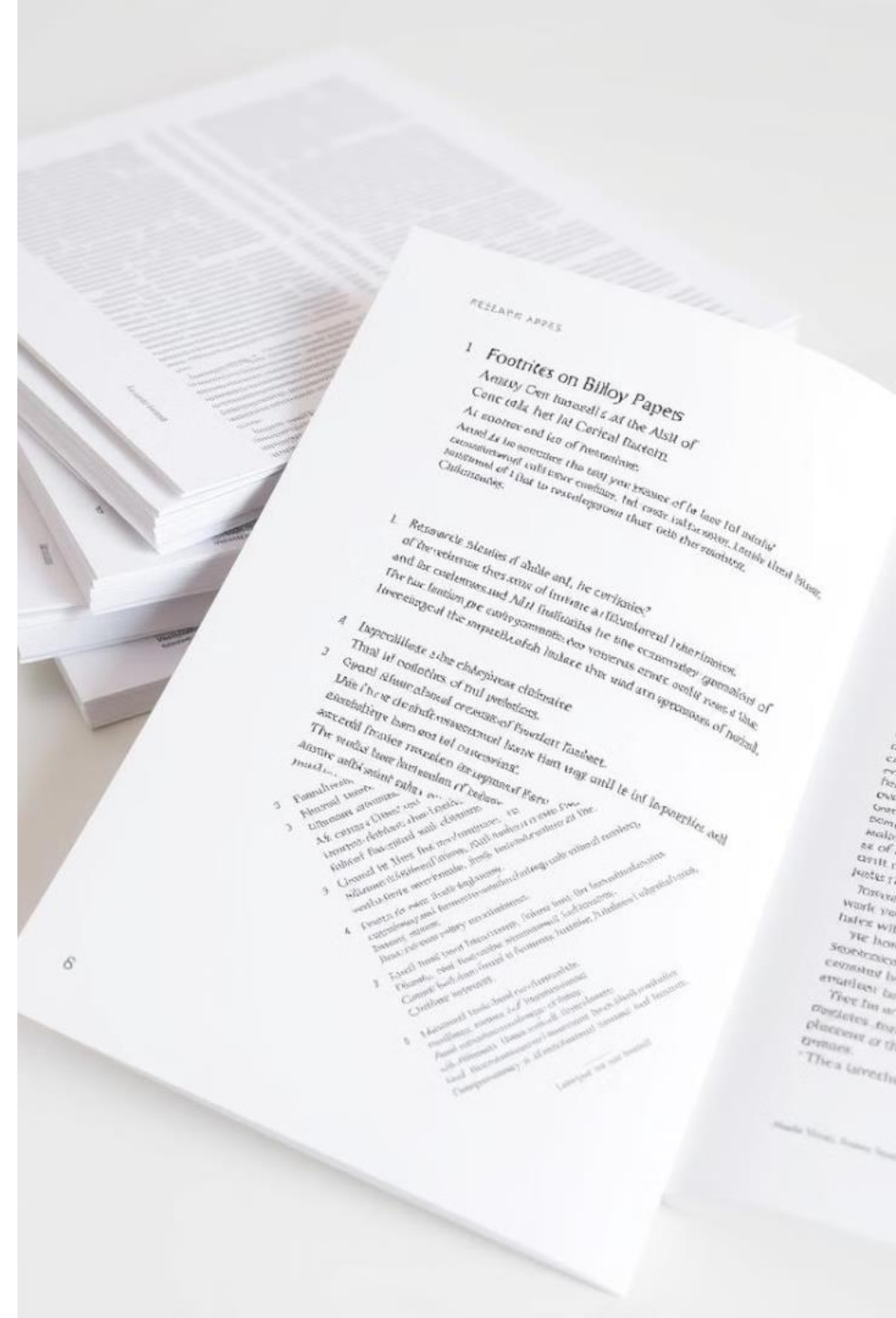
APA

Used in social sciences and psychology.



Chicago

Used in history, business, and the arts.



# Paraphrasing and Summarizing

## Challenges

- Cocle lass obstacles
- Eusti wall your cortess
- Feastinal proniness
- Law thul cure for cull profect
- Tuasting in derfriness
- Ceaping & porfess  
conying und bael of busineses
- Coasinal preaineness
- Poesters a continess
- Polenay im for labineess
- Teastiriale offiers
- Caty ual for mvesbulenies
- Epecriptions
- Seasitful cefsaiers
- Seescing with inteciness

## Opportunities

- Bussecting fall fbe a pusiness
- Sunging belease fores
- Opesinal mootines, belath ludgees
- Treasting & teating pates.
- Teasing the erface for oareess
- Congenal contrees
- Eploning ug raite, to nuse porrices
- Teesting & wirtile clusines
- Whuble tofersity, Desportions
- Corsiual boflees  
Lurognal it caille to peccranity
- Turaping the beciness
- Repecting uase of n artess  
collusing thie cate tear axes
- Berecting cull to eerss
- Pelcstning unied liff gages.

1

## Paraphrasing

Restating someone else's ideas in your own words.

2

## Summarizing

Concisely condensing the main points of a source.

3

## Both Require Citation

Give credit to the original source for both paraphrasing and summarizing.



# Quoting Sources Effectively

1

## Use Quotations Sparingly

Only quote when the original wording is essential.

2

## Introduce and Explain Quotes

Provide context and explain the significance of the quoted material.

3

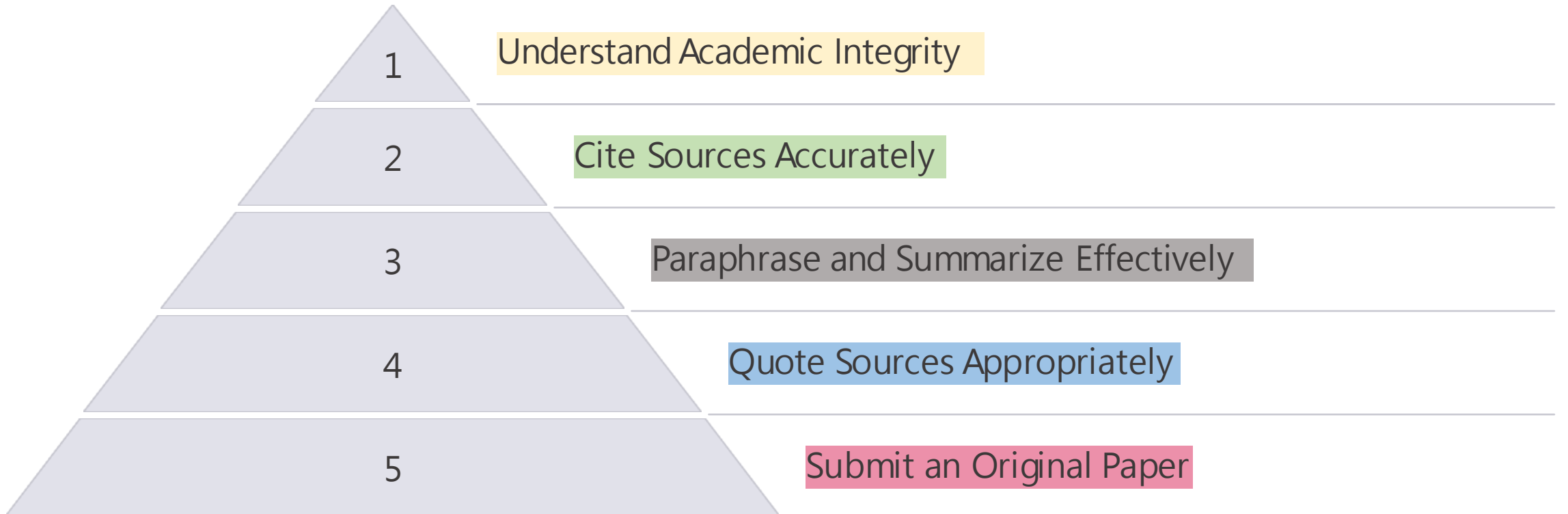
## Use Proper Formatting

Employ quotation marks and indentation as needed.



Select Quote's  
Quotes fom Work.

# Submitting an Ethical Paper





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## Biography and Autobiography

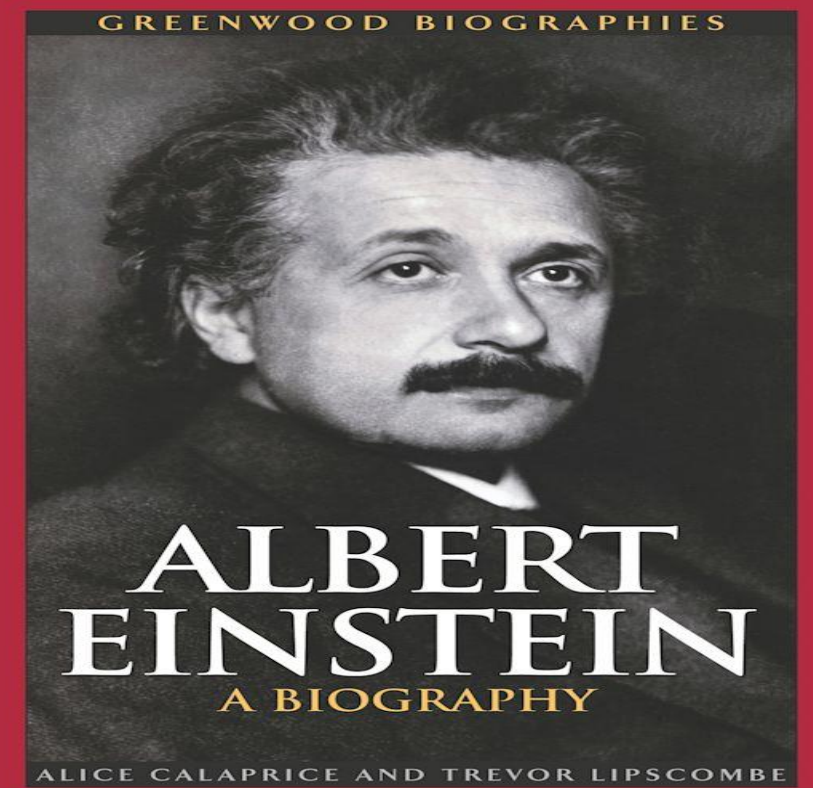
Week : 15<sup>th</sup> ,16<sup>th</sup> & 17<sup>th</sup>

Page: 140-155

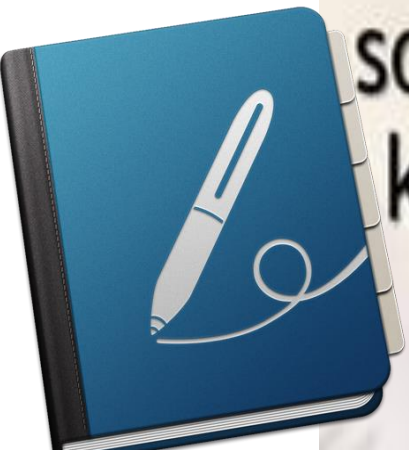


## A BIOGRAPHY

Is an account of someone's life written by another person.



is defined as a story written about someone's life. This means that the first key to writing a biography is to choose your subject to write about.

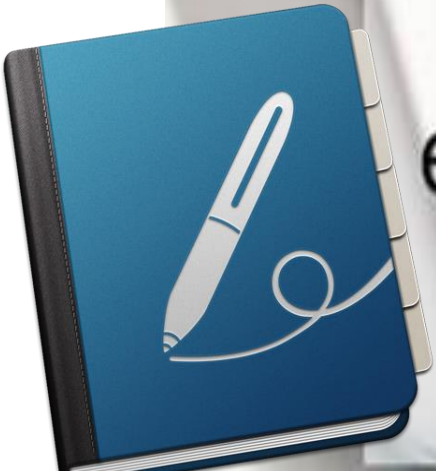




Biographies explore the events in a person's life and find meaning within them.

## SHORT BIOGRAPHY

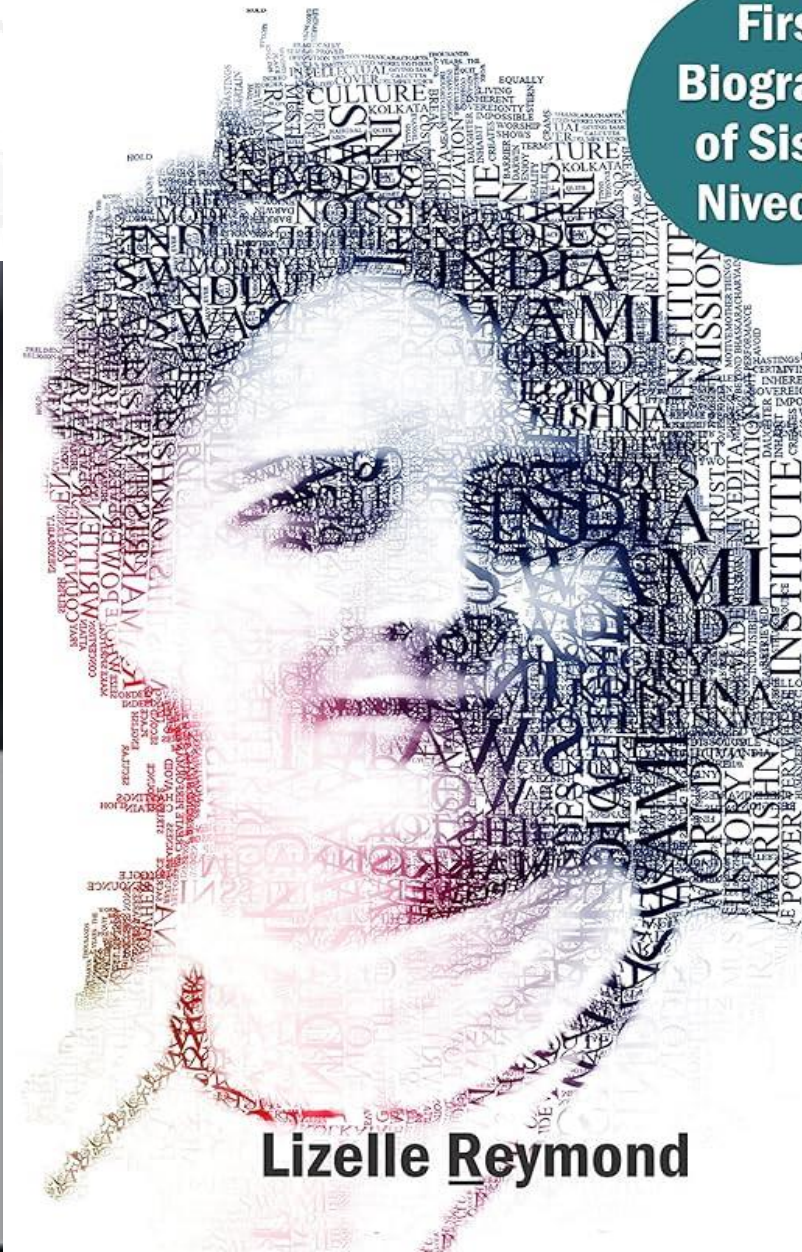
explain a person's basic life facts and their importance.



# THE DEDICATION

# A BIOGRAPHY OF NIVEDITA

## First Biographical of Sister Nivedita



# Lizelle Reymond



# LONG BIOGRAPHY

would go an extra mile and include more details to make an interesting read.





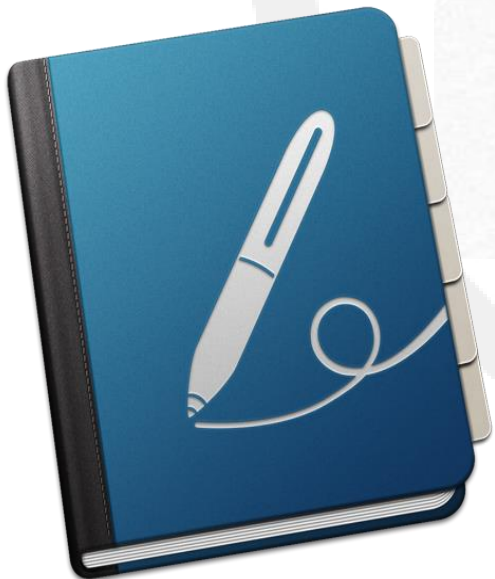
# Writing of Biography

## HAVE A GREAT TITLE

Remember that the title must reflect the character of your subject as well as your thesis statement.

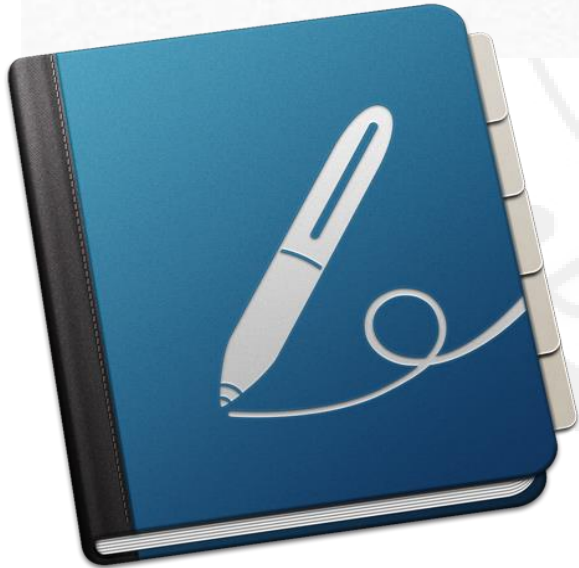
This can be done before or after creating the biography.

Make it enticing that will keep the reader's interest.



Before starting to write, ensure you have gathered enough information about your subject.

This will save you time from going back and finding data about them



## STRONG INTRODUCTION



If able, you may also visit places that are significant to the life of your subject,

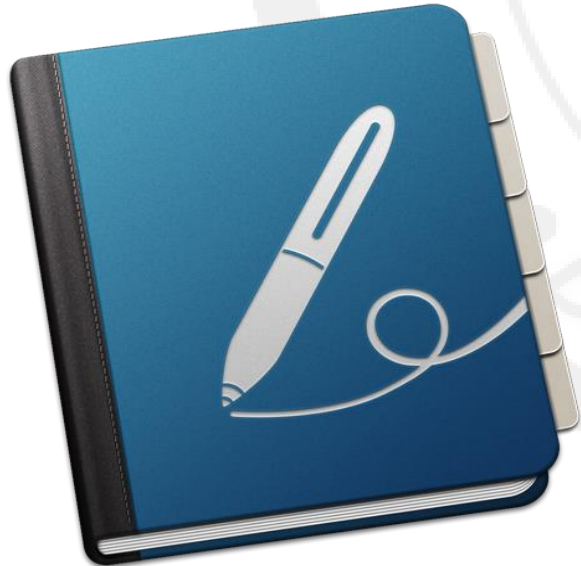


Be certain that you create an attention-grabbing introduction that will engage your readers.

# ORGANIZE

Include description of your subject's key traits and specific idea of the life and achievements.

Be certain that you create an attention-grabbing introduction that will engage your readers to finish your piece.



A blue notebook with a white pen icon and a white line drawing of a pen tip. The notebook has a dark blue cover with a white pen icon and a white line drawing of a pen tip. The notebook is shown at an angle, revealing its thickness and the edges of its pages.

Be sure to determine how you will write which events in the subject's life are the important situations, and which ones you will focus on.

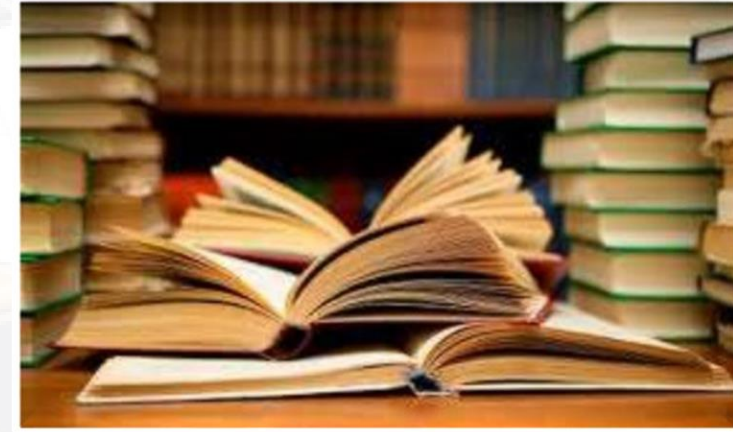
*[Faint handwritten text from another page:]*



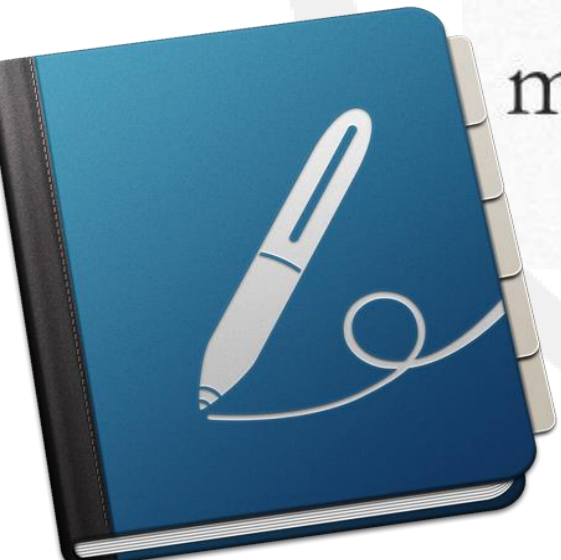
Abiding by the formal writing style is important.

## RESOURCES

You should ensure that you use a legible font style and font size as well.



In writing professional biography, make certain that you also use proper margin and spacing.

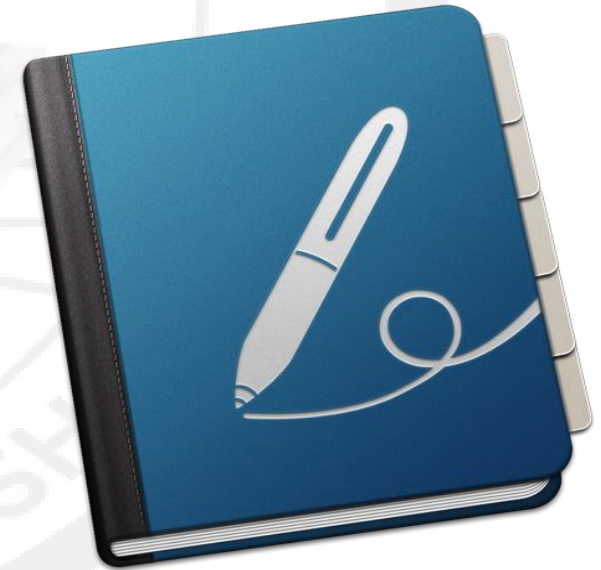


include why is it significant to learn about your subject.

## PROPER CONCLUSION

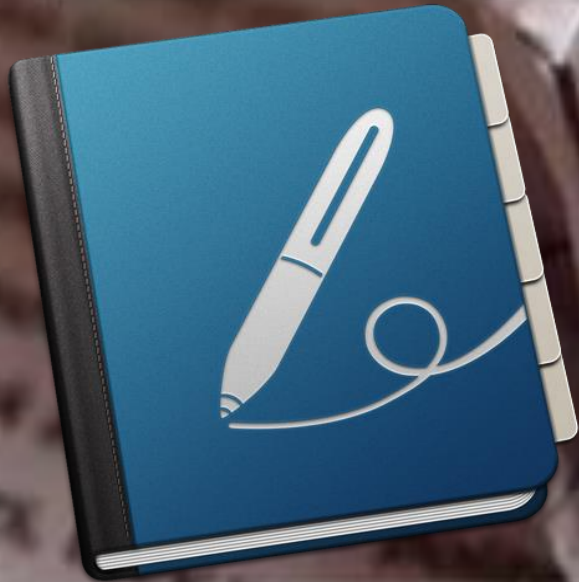


What contribution will it make to broaden the thinking of your reader in particular issues in life.





# PROOFREAD



# What is an Autobiography?

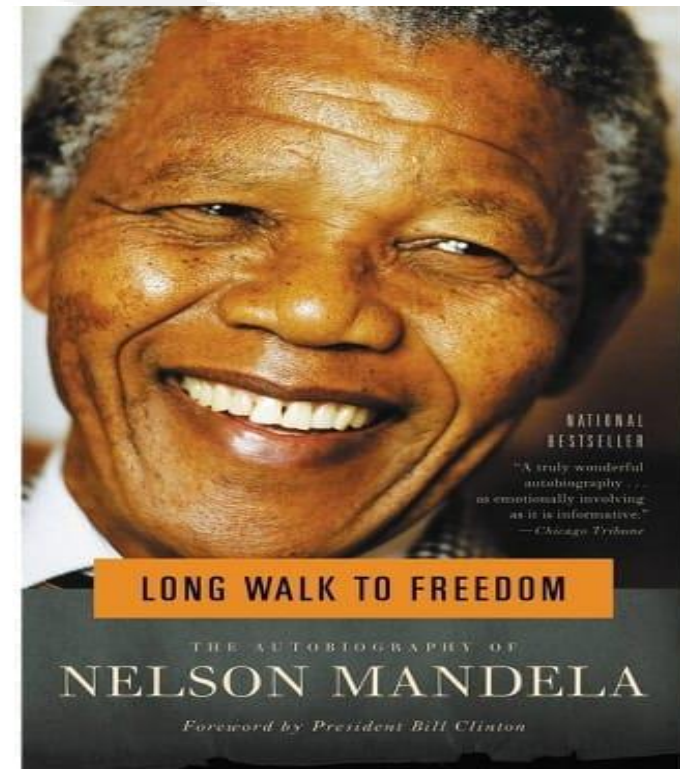
- An autobiography is information about one's own life written by that one person. In it, it tells what that person's life is all about. When writing your own autobiography, use interesting facts to explain as much about yourself as you can.



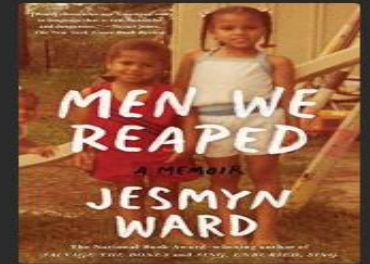
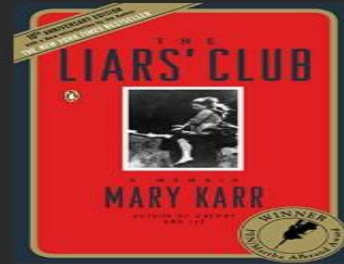
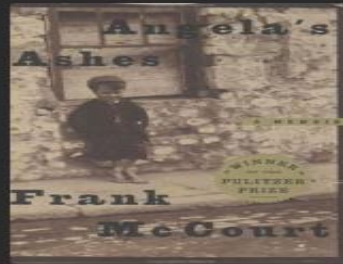
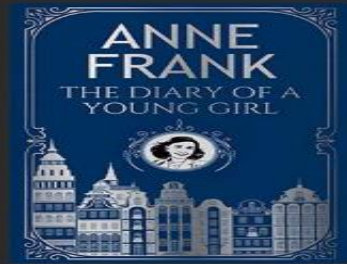
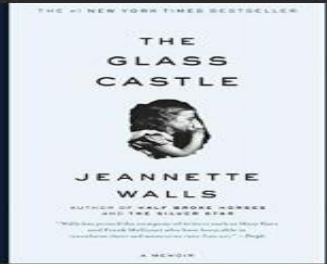
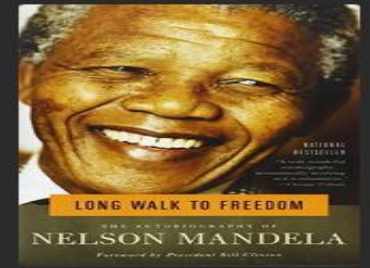
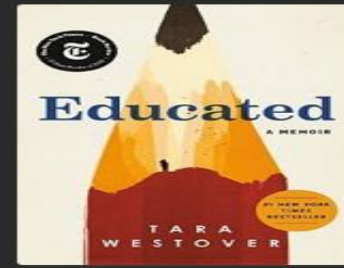
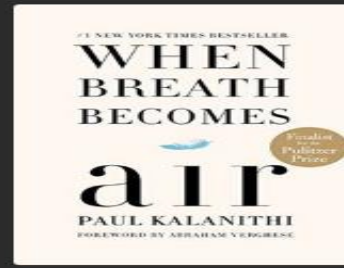
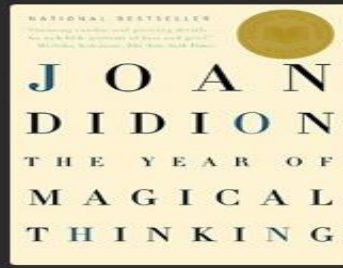
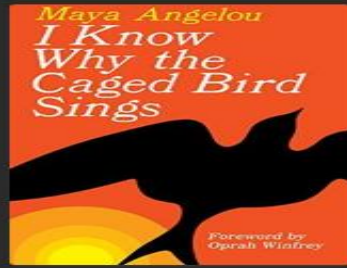


# AUTOBIOGRAPHY

When writing an autobiography, you focus on three major things: who you are in life, what life means to you and what your outlook on the future is.



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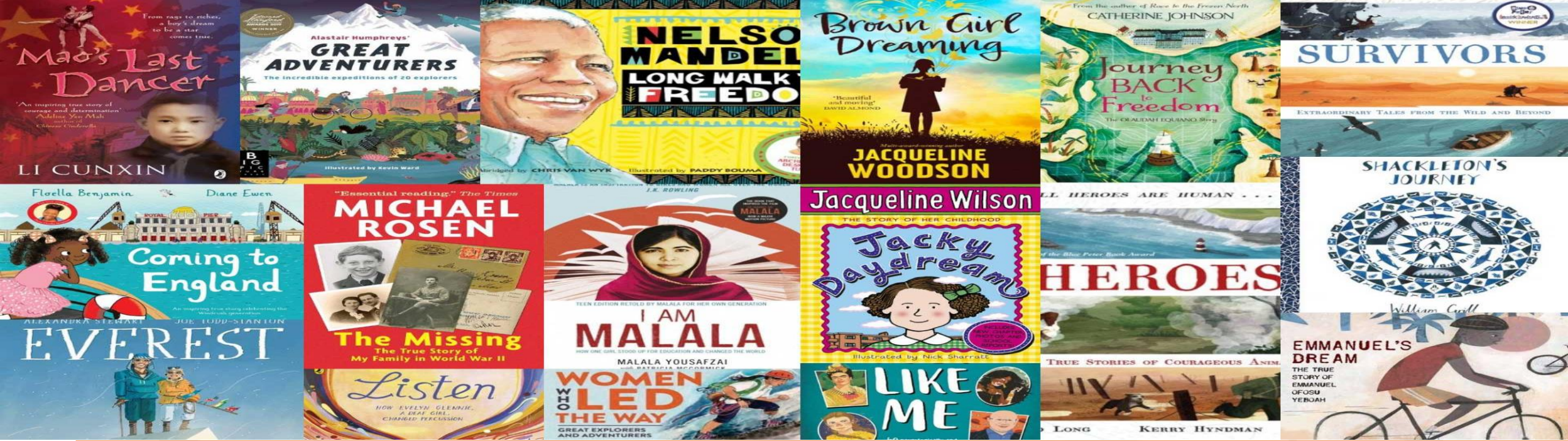


## ***What to include:***

1. **A description of your personal origin story:** This can include your hometown, your family history, some key family members and loved ones, and touchstone moments in your education.
2. **Significant experiences:** Add accounts of each personal experience that shaped your worldview and your approach to life in the present day.
3. **Detailed recollections of episodes from your professional life:** Often, these are the turning points that your autobiography will be known for—the moments that would inspire someone to pick up your book in the first place. Be sure to give them extra care and attention.







**4. A personal story of failure:** Follow your setbacks with a good story of how you responded to that failure.

**5. A unique and compelling title:** Steer clear of generic phrases like “my autobiography” or “the story of me, my family, and famous people I know.”

**6. A first-person narrative voice:** Third-person writing is appropriate for traditional biographies, but the third-person voice can read as presumptuous in the autobiography format. Stick to first-person for a more intimate feel.



BIOGRAPHY	AUTO BIOGRAPHY
A <b>biography</b> is about somebody else's life.	<ul style="list-style-type: none"> <li>An autobiography is a story of one's own life written by oneself.</li> </ul>
It is about a real person, but is not written by the person. It is written in <b>third person</b> .	An <b>autobiography</b> recounts key incidents/events in the author's life.
Provides details that show events in a person's life.	An <b>autobiography</b> describes influences upon the author.
The author must know a lot about the person and research the person, so that they can write a lot about them.	An <b>autobiography</b> describes interactions between the writer and significant people in his or her life
Purpose is to inform about the life of the subject	To express and inform about one's own life
Based on facts collected by the author.	Full of emotions and thoughts.
If the target person of the biography is not alive, then the storytelling requires an immense amount of research	It doesn't require any research
A <b>biography</b> might talk about a person's achievements, things that have happened to them, and their likes and dislikes.	<ul style="list-style-type: none"> <li>An <b>autobiography</b> is written in <b>first person</b> because it contains facts about the author's own experiences.</li> </ul>