INSTITUT CATHOLIQUE DE KABGAYI

FACULTY: EDUCATION

MODULE TITLE: LANGUAGE PROFICIENCY-II

MODULE CODE: LAP 211

PROFICIENCY IN WRITTEN AND SPOKEN ENGLISH-II

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Academic Writing

Academic writing is a formal style of writing used in scholarly communication, including essays, research papers, reports, and dissertations. It emphasizes clarity, structure, and the use of evidence to support arguments.

1: Summarization

Summarization is a critical academic skill that involves condensing longer texts into a shorter version while preserving the essential ideas. In academic writing, summarizing is an essential way to communicate key concepts from research, articles, or books, providing readers with a clear overview without unnecessary details.

Techniques for Summarizing Texts Effectively

1. Skimming and Scanning

- Before you begin summarizing, quickly skim through the text to get a general sense of its content. Focus on headings, subheadings, and the first and last sentences of paragraphs.
- Scanning is more focused, where you look for specific information, such as key terms, names, or dates.

Example:

When summarizing an article about climate change, you might scan for key terms like "global warming," "carbon emissions," and "greenhouse gases" to understand the central topic.

Cont'

2. Identifying the Thesis Statement

- The thesis or main argument is often located in the introduction or conclusion of the text. Identifying it is crucial because it tells you what the text is primarily about.

Example:

In a research paper on education, the thesis might state: "This paper argues that student performance improves when schools invest in teacher development programs."

Cont'

3. Highlighting Key Points and Evidence

- Highlight the key points, arguments, or findings, and make sure to note any supporting evidence or examples that illustrate these points. Focus on what is essential to the text's purpose.

Example:

If the article provides studies on the impact of exercise on mental health, you would highlight the findings of these studies while leaving out unnecessary descriptions of methods.

Cont'

4. Using Your Own Words (Paraphrasing)

- Avoid copying directly from the text. Instead, paraphrase by expressing the original ideas in your own words. Paraphrasing demonstrates understanding and ensures you don't unintentionally plagiarize.

- **Example:**
Original text: "The rapid rise in global temperatures is a direct result of human activities, such as the burning of fossil fuels."
Paraphrase: "Human activities, particularly fossil fuel combustion, are causing a swift increase in global temperatures."

Cont'

5. Omitting Minor Details and Repetitions

- Focus on the main ideas. Skip over examples, anecdotes, or redundant explanations that do not contribute to the core message.

Example:

In a paper discussing animal rights, omit specific case studies or personal stories unless they are critical to understanding the argument.

Cont'

6. Using Clear and Concise Language

- Academic summaries should be brief but clear. Avoid unnecessary jargon or overly complex sentences.

- **Example:**
Instead of writing "The study emphasizes a profound examination of the diverse aspects of human emotional responses in relation to cognitive processing," write "The study examines how emotions affect cognitive processing."

Identifying Main Ideas and Supporting Details

1. Main Ideas

- The main idea is the central argument or point the author is trying to convey. It is usually expressed in the thesis statement, topic sentences, or conclusions.

Example:
Main idea in a text on digital marketing: "The success of digital marketing lies in its ability to engage consumers through personalized content."

Cont'

2. Supporting Details

- These are facts, examples, statistics, or explanations that support the main idea. Identifying these helps to summarize the text accurately and ensure you don't miss important context.

Example:

In an article on climate change, supporting details might include studies on temperature trends, data on ice cap melting, and quotes from experts in the field

Distinguishing Between Main Ideas and Supporting Details

- Main ideas tell you *what* the text is about, while supporting details explain *how* or *why* the main idea is true. Look for sentences that provide evidence, explanations, or additional information to elaborate on the main idea.

- **Example:**
Main Idea: "Urbanization is leading to increased air pollution."
Supporting Details: "A study from 2019 found that cities with higher population densities experienced a 20% increase in air pollution levels. Additionally, the expansion of public transportation has contributed to lower pollution rates in some urban areas."

Summarizing Strategies

- After identifying the main idea and supporting details, restate the ideas concisely. Remember that a summary should not contain any new information or analysis. It should only reflect the content of the original text.

Example:
Original: "The rise of social media has changed the way we communicate, especially in the business world. Platforms like Facebook, Twitter, and Instagram allow businesses to directly engage with their customers, increasing brand visibility and loyalty."

Summary:
"Social media platforms like Facebook and Twitter have transformed business communication by enhancing direct engagement with customers."

Tips for Effective Summarization:

- **Be Objective**: Your summary should be an objective restatement of the original text. Avoid inserting personal opinions or interpretations.

- **Stay Concise**: A summary should be significantly shorter than the original text. Focus on summarizing the key points without excess detail.

- **Check for Clarity**: Ensure that your summary is clear and easy to understand, with a logical flow of ideas.

- **Use Transition Words**: When summarizing, transition words (e.g., "first," "next," "in conclusion") can help connect ideas and maintain clarity.

2: Essay Writing

Essay writing is an essential skill in university-level education. It allows students to demonstrate their ability to analyze, synthesize, and communicate ideas in a coherent and structured way. Writing a successful essay involves understanding its structure, crafting a strong thesis, developing clear topic sentences, and ensuring the essay is coherent and cohesive

Structure of an Essay: Introduction, Body, Conclusion

Every well-written essay has a clear structure that guides the reader through the writer's argument or narrative. The basic structure consists of three main parts:

1. Introduction

The introduction serves to introduce the topic of the essay, provide background information, and present the main argument or thesis.

A good introduction should hook the reader's attention, provide enough context for understanding the topic, and present the thesis statement (the main point or argument the essay will discuss).

Example:

Topic: The impact of social media on mental health.

- *Introduction:*
"In the digital age, social media platforms like Facebook, Instagram, and Twitter have become integral to daily life. While they offer numerous benefits, including connection and entertainment, growing concerns have emerged about their potential effects on mental health. This essay explores how social media usage can contribute to feelings of anxiety, depression, and loneliness, particularly among teenagers."

2. Body

The body of the essay is where the main points are developed. Each paragraph in the body should focus on one specific aspect of the argument or topic.

The body paragraphs should start with a clear topic sentence, followed by supporting details, evidence, or examples to strengthen the argument. Each paragraph should contribute to the overall thesis.

Example Body Paragraph:

- *Topic Sentence:* "One significant impact of social media on mental health is its contribution to anxiety and depression among teenagers."

- *Supporting Details:*
"Research shows that excessive social media use can lead to feelings of inadequacy and comparison. According to a study by Smith et al. (2019), teenagers who spend more than three hours a day on social media are at a higher risk of developing anxiety and depression. Constant exposure to idealized images of others can cause feelings of low self-esteem and anxiety."

3. Conclusion

The conclusion summarizes the main points discussed in the body and restates the thesis in light of the arguments presented. It should also offer a final thought or call to action, giving the reader something to reflect on after reading.

The conclusion should not introduce new information but should instead wrap up the discussion by reinforcing the essay's main argument.

Example Conclusion:
"In conclusion, while social media offers many benefits, its excessive use has been shown to negatively affect mental health, especially among teenagers. By fostering unrealistic standards and promoting constant comparison, social media platforms contribute to increased levels of anxiety and depression. It is important for individuals and society to recognize these risks and take steps to use social media in a balanced and mindful manner."

Thesis Statements

A **thesis statement** is the central argument or claim of an essay. It should appear at the end of the introduction and guide the content of the entire essay. The thesis statement presents what the essay will argue or discuss and provides the foundation for the body paragraphs.

Good Thesis Statement Example:
"This essay argues that social media has a significant negative impact on teenagers' mental health by increasing feelings of loneliness and anxiety."

A topic sentence

- A **topic sentence** is the first sentence of a body paragraph and introduces the specific point that paragraph will discuss. The topic sentence should align with and support the thesis statement.

- **Good Topic Sentence Example:**
  "One of the main ways social media affects teenagers' mental health is by increasing their feelings of loneliness and isolation."

Coherence and Cohesion

Coherence and cohesion are key elements in ensuring that an essay is easy to follow and logically organized.

1. Coherence

- Coherence refers to how well the ideas in an essay are logically connected. An essay is coherent when the points flow smoothly from one idea to the next, and the overall argument is clear and consistent.

- To ensure coherence, each paragraph should contribute to the overall thesis and be arranged logically. Transitions between paragraphs should be smooth, and the essay should follow a clear structure.

- **Example of Coherence:**
Transitioning between ideas smoothly: "While social media platforms often serve as a means of connection, they also foster a sense of social comparison. Moreover, the unrealistic beauty standards portrayed on these platforms can increase teenagers' feelings of inadequacy."

2. Cohesion

- Cohesion refers to how well the sentences within a paragraph are linked together. Cohesion is achieved through the use of transitional words and phrases (e.g., "however," "in addition," "furthermore") that connect ideas.
- Good cohesion makes the essay easy to read and ensures that the reader can follow the progression of the argument.

Example of Cohesion:

Using transitional words to link sentences: "Social media platforms allow teenagers to connect with their peers, but this connection often comes with a price. For example, the constant exposure to curated images can lead to social comparison. In addition, research has shown that such comparisons are strongly linked to feelings of depression and anxiety."

Tips for Effective Essay Writing

- **Plan Your Essay**: Before writing, create an outline to organize your thoughts. This ensures that your essay will follow a logical progression.

- **Write a Strong Thesis Statement**: Your thesis should clearly state your main argument and guide your writing throughout the essay.

- **Develop Clear Topic Sentences**: Each body paragraph should begin with a clear topic sentence that introduces the main point of that paragraph.

- **Use Transitions**: Transitions between paragraphs and sentences help maintain coherence and make your writing easier to follow.

- **Revise and Edit**: After writing, review your essay for clarity, coherence, grammar, and spelling errors.

3. WRITE MINUTES

Minutes are defined as a record of what was discussed during a formal meeting of any organization. They can also be defined as a report kept about the meeting.

Whatever name they are given, what is important is that minutes record what happens or what is discussed in the meeting with the purpose of having a record for reference in implementing the decisions made by the organization. As the organization meets, it sets out plans, and to check whether these plans have been implemented, the surest way is to check the minutes.

COMPONENTS OF MINUTES

1. **The title** or **the heading**

This is always written in capital letters and underlined. It must have the name of the group that is meeting, the date, time and venue of the meeting.

Example: MINUTES OF THE AGEULK"S MEETING HELD AT GISENYI CAMPUS ON 5TH SEPTEMBER 2013 AT 11:OO AM

2. **Attendance**

Attendance is a list of members present, members absent with apologies, those absent without apologies, and as far as possible people in attendance (i.e. guests who have been invited in for advice).

3. **The agenda**

This specifies the general topics that guided the discussion during the meeting. There are some mandatory or compulsory items that must always be there, notably:

Example: Opening prayer, communication from Chair (welcoming participants,…..)

4. Actual minutes

It is in this part that all the topics or issues of the agenda (be mandatory or specific) are tackled and discussed, one by one. Each item of the agenda is given a number and a heading.

5. Signing off

At the bottom, blanks are left for the secretary and the chairperson's signatures after the minutes have been confirmed at the next meeting.

HOW TO WRITE THE AGENDA

An agenda is a list of items to be discussed in a meeting.
It is always prepared prior the meeting and circulated to members before the meeting is due.
Sometimes the agenda is sent to members along with an invitation notice or it is given out on the very day of the meeting, depending on the company policies.
Examples of written Agenda. (confer to word notes)

PRACTICE EXERCISE

Work on either of the following questions:

1. **Write the minutes based on the following agenda:**

   i. Opening prayer.

   ii. Communication by the chair.

   iii. Approval of the previous minutes.

   iv. Matters arising from the previous minutes.

   v. How to develop our communication skills.

   vi. Strategies leading to better performance.

   vii. Farewell picnic.

   viii. AOB.

   ix. Date of the next month's meeting.

   Note: *The meeting was held by Year IV/Fin./Day Students.*

2. **Suppose you attended X or Y organization's meeting, where you were assigned to take the minutes. Write the minutes of that meeting. Be as creative and imaginative as possible.**

4. REPORT WRITING

What is a report?

A report is a written presentation of factual information based on an investigation or research. Reports are a highly structured form of writing often following conventions that have been laid down to produce a common format. Structure and convention in written reports stress the process by which the information was gathered as much as the information itself. Reports form the basis for solving problems or making decisions, often in the subjects of business and the sciences. ***The length of reports varies;*** there are **short memorandum** (**memo**) reports and **long reports**. Most often you will be asked to write a long report.

A formal or official document that presents information or findings on a particular subject.

Example: A report on the state of the environment in a specific region.

Report structure:

Reports follow a standardized format. This allows the reader to find the information easily and focus on specific areas. Most reports **must have:**

1. Title Page
2. Acknowledgement
3. Table of Contents
4. Abstract or Executive Summary
5. Introduction (or Terms of Reference)
6. Procedure or Methodology
7. Findings and/or Discussion
8. Conclusions
9. Recommendations
10. References

A report may also contain:

1. Cover letter
2. Bibliography
3. Glossary
4. Appendices

Different types of reports

During your time at university you may be asked to write different types of reports, depending upon the subject area which you have chosen. These could include laboratory reports, technical reports, reports of a work placement or industrial visit, reports of a field trip or field work. Reports vary in their purpose, but all of them will require a formal structure and careful planning, presenting the material in a logical manner using clear and concise language.

Stages in report writing

The following stages are involved in writing a report:

1. clarifying your terms of reference (*understand what you are being asked to do, what kind of report needed? Who is it for? What question must be it answer)*
2. planning your work (**decide how you approach our task. ex make timeline : when to collect data,   when to write,**

when to edit

1. collecting your information (collect facts data you need to use. Ex: you might include surveys, interviews, books or articles, observations
2. organizing and structuring your information (**sort your data and decide where to put in report**
3. writing the first draft
4. checking and re-drafting.

Planning your report

Careful planning will help you to write a clear, concise and effective report, giving adequate time to each of the developmental stages prior to submission.

- Consider the report as a whole
- Break down the task of writing the report into various parts.
- How much time do you have to write the report?
- How can this be divided up into the various planning stages?
- Set yourself deadlines for the various stages.

Collecting information

There are a number of questions you need to ask yourself at this stage:

- What is the information you need ?

- Where do you find it ?

- How much do you need ?

- How shall you collect it ?

- In what order will you arrange it ?

You may have much of the information you need already such as results from a laboratory experiment or descriptions of your methods of data collection. However, there may be other material which is needed such as background information on other research studies, or literature surveys. You may need to carry out some interviews or make a visit to the university library to collect all the information you need.

- Make a list of what information you need.
- Make an action plan stating how you are going to gather this

Illustration checklist

- Are all your diagrams / illustrations clearly labeled? (*chats, diagrams tell something?*)

- Do they all have titles?

- Is the link between the text and the diagram clear?

- Are the headings precise? (*clear heading that describe what the diagram is about*).

- Are the axes of graphs clearly labeled?

- Can tables be easily interpreted?

- Have you abided by any copyright laws when including illustrations/tables frompublished documents?

Discussion

This is the section where you can *analyse and interpret your results drawing* from the information which you have collected, *explaining its significance*. Identify important issues and suggest explanations for your findings. Outline any problems encountered and try and present a balanced view.

Conclusions and recommendations

As it has been discussed above, This is the section of the report which draws together the main issues. It should be expressed clearly and should not present any new information. You may wish to list your recommendations in separate section or include them with the conclusions.

References

It is important that you give precise details of all the work by other authors which has been referred to within the report. Details should include:

- *author's name and initials*
- *date of publication*
- *title of the book, paper or journal*
- *publisher*
- *place of publication*
- *page numbers*
- *details of the journal volume in which the article has appeared.*

References should be listed in alphabetical order of the authors' names.

Make sure that your references are accurate and comprehensive.

Appendices

An appendix contains additional information related to the report but which is not essential to the main findings. This can be consulted if the reader wishes but the report should not depend on this. You could include details of ***interview questions, statistical data, a glossary of terms, or other information which may be useful for the reader.***

Style of writing

There are several points that you will need to consider when you are writing your report:

Active or passive?

Your tutor will be able to advise whether the report should be written in the ‗active' or ‗passive' voice.

The active voice reads as follows:

„I recommend …"

The passive voice reads:

„It is recommended that …"

The active voice allows you to write short, punchy sentences.
The passive appears more formal and considered. Be aware of these differences and avoid mixing the two voices.

Simplicity

Most written reports should avoid using overly complicated language. If a report is to persuade, brief or justify, its message must be clear. Furthermore, the factual presentation of data should not be swamped with sophisticated, lengthy sentences. Avoid using unnecessary jargon. This confuses even the most informed reader.
Ensure that your abbreviations are standardized. All too often authors invent their own jargon to ease the pressure on writing things in full. Be cautious of confusing your reader.

Use of language

Most reports should avoid the use of subjective language *(personal feelings, emotions etic..).* For example, to report on a change in coloration from a **"stunning green to a beautiful blue"** is to project your own values onto a measurable outcome. What does the term **"beautiful"** mean to you? What will it mean to your reader? Such subjective, or personal language commonly has no place in the more <u>**objective**</u> **field of report writing (base on facts and evidence)**.

Report Layout

Most reports have a progressive numbering system. The most common system is the decimal notation system.

- **The main sections** are given **single Arabic numbers**: 1, 2, 3 and so on.
- **Sub-sections** are given a **decimal number**: 1.1, 1.2, 1.3 and so on.
- Sub-sections can be further divided into: 1.1.1, 1.1.2, 1.1.3 and so on.

Presentation

The following suggestions will help you to produce an easily read report:

- Leave wide margins for binding and feedback comments from your tutor.

- Paragraphs should be short and concise.

- Headings should be clear—highlighted in **bold** or <u>underlined</u>.

- All diagrams and illustrations should be labeled and numbered.

- All standard units, measurements and technical terminology should be listed in a glossary of terms at the back of your report.

Redrafting and checking

Once you have written the first draft of your report you will need to check it through. It is probably sensible to leave it on your desk for a day or so if you have the time. This will make a clear break from the intensive writing period, allowing you to view your work more objectively.

Assess your work in the following areas:

- **Structure**
- **Content**
- **Style**

Summary

The skills involved in writing a report will help you to condense and focus information, drawing objective findings from detailed data. The ability to express yourself clearly and succinctly is an important skill and is one that can be greatly enhanced by approaching each report in a planned and focused way.

Checklist

1. Title page

Does this include the :

- Title
- Author's name?
- Module/course details?

2. Acknowledgements

Have you acknowledged all sources of help?

Acknowledgements section in a report, research paper, or project is where you **thank the people or organizations** that helped you complete your work.

3. Contents
- Have you listed all the main sections in sequence?

- Have you included a list of illustrations?

4. **Abstract or summary**

Does this state:

- The main task?

- The methods used?

- The conclusions reached?

- The recommendations made?

Introduction

Does this include:

- Your terms of reference?

- The limits of the report?

- An outline of the method?

- A brief background to the subject matter?

Methodology

Does this include:

- The form your enquiry took?

- The way you collected your data?

Reports and findings

- Are your diagrams clear and simple?

- Are they clearly labelled?

- Do they relate closely to the text?

Discussion

- Have you identified key issues?

- Have you suggested explanations for your findings?

- Have you outlined any problems encountered?

- Have you presented a balanced view?

Conclusions and recommendations

- Have you drawn together all of your main ideas?
- Have you avoided any new information?
- Are any recommendations clear and concise?

References

- Have you listed all references alphabetically?
- Have you included all the necessary information?
- Are your references accurate?

Appendices

- Have you only included supporting information?
- Does the reader need to read these sections?

Writing style

- Have you used clear and concise language?

- Are your sentences short and **jargon free/ complicated**?

- Is the grammar and punctuation correct?

- Is the spelling ok?

- Are your paragraphs tightly focused?

- Have you used the active or the passive voice?

Layout

- Have you clearly labelled /named each section?
- Is your labelling consistent throughout the report?

Presentation

- Have you left sufficient margin space for binding/feedback?
- Are your headings clear?
- Have you checked your spelling?

PRACTICE

Suppose you are carrying out an internship in a given institution. Write an internship report including all parts of scientific report covered so far.

5. A PRESS RELEASE

A **press release**, also called a **news release**, is a short (one page if possible), descriptive   statement that you can send to your local news media to announce your partnership with your local notable, his or her appearance at your library, or other newsworthy event associated with your campaign to recruit local notables and celebrities as spokespeople for your library. Include photos if appropriate. Reporters are more likely to cover your story if you send them a press release in advance. It is actually an official statement about a newsworthy happening given to media outlets for public circulation. Done correctly, a press release can reach your target audience, drive engagement, and bring in new customers.

How far in advance? For publications or other media that come out frequently, plan on two or three weeks advance notice. For monthly publications, plan on sending out your press release about six weeks in advance of publication.

A professional-quality press release has six main components:

1. *PRESS RELEASE heading* – Write the press release on your library or institution's letter head, and put the following information at the top of the page:

   PRESS RELEASE

   Date of press release

   For Immediate Release

   Your contact information

1. *A headline* – It should be **short** and —**catchy**‖ to grab a reader's attention. Type it in **BOLD CAPITAL LETTERS** in a size slightly larger than the font size you will be using in the body of the press release. Write it in the present tense. Example: **ABC COLLEGE CHEERLEADERS AND BAND SHOW THEIR SPIRIT FOR XYZ LIBRARY.**

2. *Body copy* – The first sentence should state what is happening, and the next sentence or two should give additional information. Stick to the facts. Use short sentences and keep details to a minimum. Make sure that people can read just your first paragraph and get a good idea of what is going to happen.

4. The five Ws: Who? What? When? Where? Why? – Tell your reader what is going to happen. When and where? What's the reason? Why is this newsworthy?

5. Contact information – Repeat your contact information here, or add additional information, such as the library's website, if that would be helpful to readers.

6. Indicate the end of the press release – Do this by typing three # symbols at the very end, centered.

Example: see in word doc

Press Release Format Structure

To elaborate a well-done press release, it is important to have in mind that this sort of communication tool follows a very simple format that makes the writing process a simpler one. Plenty of journalist and bloggers have to read hundreds of press releases on a daily basis, thus the following of the format provided here is a truly helpful aid in order to send your message straight with the vital information available at first glance.

Here different parts of the press release are numbered as follows:

1. Company logo
2. Your contact info
3. Release date
4. Headline
5. Dateline
6. 1st paragraph
7. Body paragraphs
8. Boilerplate
9. End notation
10. Final note

Read the image summarizes the most relevant elements of well-done press release. (word notes)

How to Format Press Releases?

In order to write a well-presented press release, there are several factors you should take into account. The following rules of formatting one have to be kept in mind:

- 🕐 Maintain the length of the press release in a maximum of two pages, or with a limit of **400** to **500** words .

- 🕐 By all means, **do not use words such as "I", "we", or "you".**

- 🕐 Try to use standard fonts like **Calibri** or **Times New Roman**. Remember that sizes are going to vary according to the part of the note you are writing.

- 🕐 The **header** should be presented in **bolded style** and the **sub-header** should be *italicized* .

- 🕐 It is recommended to use **"1" margins preferable on white paper**.

- 🕐 It is advisable to **PROOFREAD** the note once it is already finished.

It is good to keep in a mind that a press release is a very important tool to introduce your company or organization in a very trustable and professional way. Assure that the letter is proofread repeatedly so no grammar or spelling mistakes should be shown. It is recommendable that a reliable friend or colleague should check it before distributing it in case of any mistakes you have not seen.

Conclusion

If you follow the press release template provided at the beginning of this article, you will have a really good starting point in promoting any activities your company or organization perform. Please try to stick to the format and thus you are certain that all the needed information is going to be provided to the different media outlets you want to inform about it.

PRACTICE

Find any company or organization of your choice and write a press release.

6. WRITING ARGUMENTATIVE/PERSUASIVE, DESCRIPTIVE AND NARRATIVE ESSAYS

1. DESCRIPTIVE ESSAY

descriptive essay is a genre of essay that asks the student to describe something—object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience.

Read some guidelines for writing a descriptive essay.

1) Take time to brainstorm

If your instructor asks you to describe your favorite food, make sure that you jot down some ideas before you begin describing it. For instance, if you choose pizza, you might start by writing down a few words: sauce, cheese, crust, pepperoni, sausage, spices, hot, melted, etc. Once you have written down some words, you can begin by compiling descriptive lists for each one.

2) Use clear and concise language.

This means that words are chosen carefully, particularly for their relevancy in relation to that which you are intending to describe.

3) Choose vivid language.

Why use horse when you can choose stallion? Why not use tempestuous instead of violent? Or why not miserly in place of cheap? Such choices form a firmer image in the mind of the reader and often times offer nuanced meanings that serve better one's purpose.

4)Use your senses!

Remember, if you are describing something, you need to be appealing to the senses of the reader. Explain how the thing smelled, felt, sounded, tasted, or looked. Embellish the moment with senses.

5) What were you thinking?

If you can describe emotions or feelings related to your topic, you will connect with the reader on a deeper level. Many have felt crushing loss in their lives, or ecstatic joy, or mild complacency. Tap into this emotional reservoir in order to achieve your full descriptive potential.

6) Leave the reader with a clear impression.
One of your goals is to evoke a strong sense of familiarity and appreciation in the reader. If your reader can walk away from the essay craving the very pizza you just described, you are on your way to writing effective descriptive essays.

7) Be organized!

It is easy to fall into an incoherent rambling of emotions and senses when writing a descriptive essay. However, you must strive to present an organized and logical description if the reader is to come away from the essay with a cogent sense of what it is you are attempting to describe.

2. NARRATIVE ESSAY

What is a narrative essay?

When writing a narrative essay, one might think of it as **telling a story**.

These essays are often *anecdotal, experiential, and personal*—allowing students to express themselves in a creative and, quite often, moving ways.

Here are some guidelines for writing a narrative essay.

If written as a story, the essay should include all the parts of a story.

This means that you must include **an introduction, plot, Characters, Setting, Climax and conclusion.**

When would a narrative essay not be written as a story?

A good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader.

The essay should have a purpose.

Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all?

The essay should be written from a clear point of view.
 It is quite common for narrative essays to be written from the stand point of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often times manifests itself in the form of authorial perspective.

Use clear and concise language throughout the essay.

Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.

The use of the first person pronoun „I" is welcomed.

Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.

As always, be organized!

Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).

3. ARGUMENTATIVE ESSAY

What is an argumentative essay?

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

Please note: Some confusion may occur between the argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved.

The argumentative essay is commonly assigned as a capstone or final project in first year writing or advanced composition courses and involves lengthy, detailed research. Expository essays involve less research and are shorter in length. Expository essays are often used for in-class writing exercises or tests, such as the GED or GRE.

The structure of the argumentative essay is held together by the following:

A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.

In the first paragraph of an argument essay, students should set the context by reviewing the topic in a general way. Next the author should explain why the topic is important (exigence) or why readers should care about the issue. Lastly, students should present the thesis statement. It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

Clear and logical transitions between the introduction, body, and conclusion.

More explanations on this and the rest, read word doc

Note that the following transitional words are very crucial depending on the nature of the essay writing.

1) **Examples of introductory expressions for the introduction:**
   - **Today,**
   - **Nowadays,**
   - **These days,**
   - **In general,**
   - **Generally,**
   - **As a way of introduction,**
   - **At the moment,**
   - **Once upon a time,**
   - **One day,**
   - **Long ago,**
   - **In the past,**
   - **Many years ago,**

2) **Examples of introductory expressions for the body:**

- **First of all,**
- **In addition,**
- **Moreover,**
- **Furthermore,**
- **Therefore,**
- **However,**
- **Firstly,**
- **Secondly,**
- **Thirdly,**
- **Finally,**
- **The last but one,**

3) Examples of introductory expressions for the conclusion:

- **To sum up,**
- **In a word,**
- **In one word,**
- **To conclude,**
- **As a conclusion,**
- **To cut it short,**
- **To round up this discussion,**
- **To cut a long story short,**
- **To put it simply,**
-
    To cut the matter short,
- **All in all,**
- **In a nutshell,**

7. WRITING A CONCEPT PAPER OR GRANT PROPOSAL

5.1 Concept paper

Funders often ask for brief 1 to 5 page concept papers (also called —whitepapers‖ in the government contracting sector) prior to submission of a full proposal.

This helps them save time by eliminating ideas that are not likely to be funded.

Applicants may use concept papers in any of the following ways:

- to interest potential funders
- to develop potential solutions or investigations into project ideas
- to determine whether a project idea is fundable
- to serve as the foundation of a full proposal

Funders that request concept papers often provide a template or format. If templates or formats are not provided, *the following can serve as a useful concept paper structure.*

The five elements of a concept paper

The first section, the **Introduction**, identifies **how** and **where** the applicant's mission and the funder's mission intersect or align. It addresses the reasons why the funder should support projects in the given general area. It also introduces the applicant's partners and shows why the partners want to participate in the project.

Second is the **Purpose** or **Need** or **Rationale**, which outlines what others have written about the general topic and focuses on the gap in knowledge to be filled, the problem to be solved, or the need to be addressed by the applicant's proposed project. Similar to a literature review, this section allows the applicant to state the purpose or need in such way that the applicant's project is the best possible solution to the problem. Also, it often provides statements addressing the significance of the project (showing why the project should be supported).

In some cases, these first two sections are merged into a **Background** section that both introduces the alignment between the two organizations' missions and provides the need statement.

Third is the **Project Description**, functioning as the solution to the problem, the answer to the need, or the investigation that will fill the knowledge gap. In this section, the applicant addresses the unique, unusual, distinctive, innovative, and/ or novel aspects of the approach, showing why the applicant's team has the best solution and presenting a compelling case for funding.

The project description includes the project's **Goals** and **Objectives**. A goal is an abstract state of being, a condition, an end, or an aspiration while objectives are statements of measurable outcomes that, collectively, will help the applicant measure progress toward accomplishing the project goal(s).

For example, a goal might be to improve student academic performance via a structured professional development program for teachers, while an objective might be to offer a specific kind of workshop or seminar on a particular topic for a defined set of teachers in a K-12 school district.

The project description also includes an overview of the project's **Methodology** (sometimes called **Project Activities** or **Action Plan** or **Approach**). The goals, objectives, and methods (or activities) will need to align closely with each other and will need to be accomplished within the proposed **Timeline**, expressed in either months or years.

The methods or activities will need to be congruent with or based on what has been tried in the field in the past, they must be based on empirical evidence, and they will need to be both reasonable in cost and complexity and accomplishable within the proposed timeline. The project description typically concludes with a statement of **Benefits** (or **Anticipated Outcomes**) along with a description of who will benefit and how.

5.2 Grant proposal

5.2.1. How to write grant proposal?

Proposal writing is time-consuming. You must first clearly describe a specific problem found in your community or area of interest, design a program that will address it, and then describe the program in detail for the grant maker (funding source). If this is your organization's first attempt at applying for a grant, the entire process will benefit your organization. Your goal is to end up with a well-conceived proposal that lays out a strategy to address the problem, as well the funding to pay for it.

Step 1: Agree on the Problem

For a proposal to receive funding, the grant maker must be convinced that funding your program will have a positive and measurable effect on your community.

Start by identifying a need. What problem or issue in your community can be improved or changed with the grant money and a good effort? You may feel that there is a need to clean up a polluted river. But unless there is general agreement in the community on the need for your project, it may be difficult to get a grant to fix it—and even more difficult to complete the project.

- **Involve All Stakeholders**

To develop a successful proposal, it's important to involve all of the stakeholders. A stakeholder is anyone affected by, or with an interest in, the project. For example, stakeholders in a river clean-up project include citizens in your community affected by the pollution, the party or parties responsible for the problem, anyone that will be involved in the clean up, businesses, government, and other entities that will help pay for the clean up, and government agencies that regulate pollution and water quality.

Seek involvement from the organizations you already partner with, and consider forming new relationships with like-minded groups. A diverse group is good, since the levels of participation will vary among partners.

Plan a meeting of stakeholders at a convenient time and an acceptable place. Be prepared for disagreement among the stakeholders—remember that your goal is to try and achieve a consensus of opinion. Consider bringing in professional facilitation if your group is larger than a handful of people or if you are unsure of your ability to manage differences between groups.

- **Define the Problem or Situation**

Involve stakeholders in developing a clear, concise description of the problem or situation. More than one meeting may be necessary to arrive at a consensus that satisfies most of the stakeholders. The effort will be worth it. Once people agree on the problem, the rest of the work flows more smoothly.

When describing the problem, avoid using subjective terms like "ugly" or "outrageous." Instead, using the most current information available and, giving credit to the source, describe the problem objectively. Avoid attributing blame.

Use the same clear, objective language to describe the problem's impact, both in social and economic costs. It is a shame if pollution in a river harms wildlife, but it's more compelling to show that people can no longer fish or swim in the river because of pollution. Show how the situation has changed the way people live.

- **Investigate Possible Causes of the Problem**

 Even if the cause(s) of the problem appear obvious to you, seek formal agreement from as many stakeholders as possible on the cause(s). The amount of detailed evidence you will need to present to a grant-making agency will vary. If a formal investigation into the causes has not been conducted, consider forming a committee to conduct or oversee an investigation and a follow-up report. Bring in outside or neutral investigators or experts to bolster your credibility. And even if there is agreement on the cause of the problem, you may still need an investigation to formally document the cause and to quantify as many factors as you can, depending on the grant's requirements.

When describing the problem, avoid technical terms and jargon wherever possible. Instead, use layman's terms. All stakeholders should clearly understand what is being said.

Step 2: Describe What You Hope to Achieve

You have described a problem and identified the most likely causes. Now you need to focus on the solution or desired outcome of your proposed activity. What will occur as a result of your project? How will a situation improve? If the problem is a polluted river, will people be able to swim in the river again? Will they be able to eat the fish?

- **Measuring Success in Outputs and Outcomes**

Be careful not to confuse these terms. Outputs are measures of a program's activities; outcomes are changes that result from the activities. Outputs matter because they lead to outcomes. Note that in our example, an output might be an increase in the size of a stream-side vegetative buffer. An outcome might be the resulting increase in the oyster harvest that occurs because the buffer stops pollutants from reaching the river. Also realize that a funder may specify a different way to measure success.

- **Identify the Key Outcomes**

  Some projects will have a long list of outcomes. Here are some possible outcomes resulting from a river clean up:

- People will be able to swim in the river.
- People will be able to fish and eat their catch.
- Boating on the river will be more popular.
- A clean river will create momentum for a riverfront revival.

  Work with your stakeholders to develop a consensus on two or three primary outcomes.

- **Set Realistic and Achievable Outcomes**

Your projected outcomes must be realistic. Some pollution will always exist within the river. Reducing the pollutants to an acceptable level in one year or even five years might be impossible. Consult with experts—local ones are fine—and determine what is realistic for your situation. If the river clean up will take ten years, say so.

Failing to meet goals will make getting additional funding in the future more difficult. It is far better to promise less and exceed your goals than to over-promise and under-deliver. However, don't seriously underestimate what can be achieved. Promise too little, and the project may not appear cost-effective.

- **Measure and Record the Result of Your Work**

State what measurements you hope to achieve and when you hope to achieve them. If you are going to reduce pollutants in a river, to what level will they be reduced? Use specific numbers or a range. (For example, a pollutant will be decreased by 15 to 20 parts per million, or ppm).

If you cannot measure or count an output, do not include it. Perhaps your stakeholders agreed on the following key objective: People will be able to fish and eat their catch.

You can make this objective measurable and observable by stating it this way: "Pollutants in the river will decrease by 15-20 ppm. At this level, people will be able to eat from the river at least once a week."

- **Focus on End Results**

Always keep in mind your goal(s). Every activity should be evaluated on how it helps to achieve the ultimate goal(s).

Step 3: Design Your Program

Now that you know where you are and where you want to go, your next step is determining the best path to get there. The best path is not always the shortest, quickest, easiest, or cheapest.

So, how do you decide the best path for your project?

➢

Get Expert Opinions

Grant makers, both governmental and private, often have experts on staff who can help you. When contacting a funding source, explain that while you might be asking them for funds in the future, for now you're interested in their expertise.

➢ Research What Others Have Done

There is no need to reinvent the wheel. Try to find organizations that have developed projects similar to yours. Look at the failures as closely as the successes. Knowing what does not work is often more valuable than knowing what does.

You may also get information from the popular press and from professional journals—one exists for just about every topic you can imagine. Search the Internet and contact professional associations. If you are near a college or university, find out if a faculty member or researcher has studied the problem. But don't just read about what others have done. Learn about projects firsthand by visiting the project site. If a visit isn't possible, contact those involved in similar projects by phone, email, or letter.

> **Get "Buy In" From Stakeholders**

Whatever solution you choose, it is essential that all key stakeholders agree fully on the plan. This is often referred to as "buying in" and is often critical to your success. You may never get 100 percent agreement, but you want to prevent overwhelming opposition. People are most likely to support a project they helped create.

Ask your stakeholders to show support through letters of support and commitment. Letters of support state that the person or organization agrees with what you want to do and will not oppose you. More valuable are letters of commitment that specify how the person or organization will assist you. The assistance may include contributions of time, money, labor, space, supplies, materials, and other necessities.

➢ **Clearly Describe Your Solution**

With your key stakeholders' and experts' assistance, clearly describe your solution. What will be done, and by whom? If your project is technical, you may want two versions: one expressed in technical terms and the other in lay terms. It is important that both technical experts and the general public understand your plan.

A clear description of how you plan to achieve your desired outcomes, with a timeline and detailed work plan, can be a great help in obtaining funding and getting a broader range of stakeholder support.

Step 4: Locate Funding Sources

Now that you have agreed upon a solution and program design, you need to find the resources— the people, the equipment, and the money—to get your project done. Locating funding requires an investment of time and careful planning. Many funders have a lengthy process for reviewing proposals.

> ➤ **Start with Organizations or People You Know**

As most funders, both government and private, provide money for rather specific purposes, your search can be targeted. Inquire with the most obvious choices first, like those that have funded similar projects in your geographic area. If your solution is outside the scope of their funding, they may be able to point you toward the right source. Can they introduce you to contacts at organizations with which they have a relationship? Then, meet with the individuals to whom you have been referred. An introduction from someone the funder trusts lends you credibility.

➢ **Use the Internet to Research Funders**

Visit the federal government Web site

www.grants.gov , the central source for locating and applying for up to 900 programs from 26 federal grant-making agencies, covering $350 billion in annual awards. In addition, check individual federal agency Web sites, as not all programs are listed on www.grants.gov. Also check state and local government Web sites to see what grants they offer. State and local governments administer many federal and private grants and will list these as well.

➢ **Questions to Ask When Reviewing a Funding Source**

Once you find a promising funding source, learn as much as you can about that organization and its particular funding program. Read the information on the organization's Web site thoroughly to find out:

- Do you want to work with this organization?
- Does it typically fund organizations and projects like yours?
- Do you qualify for a particular program?
- Can you meet all of the grant requirements?

➢ **Establish a Relationship with the Grant Program Officer**

Grant announcements, often called "Request For Proposals" (RFPs), usually list a contact person— the program officer—who manages the process. Arrange to meet the program officer, preferably in person, or by phone. Program officers are usually experts in the application process and may be knowledgeable about your type of project. Let him/her know about your organization, its accomplishments, and your proposed project. Confirm that your project is eligible for funding. Ask any questions you have about the grant announcement and clarify anything you don't understand. You will not appear foolish by asking a question; however, it would be a real mistake to omit a main item from your grant application.

➤ **Involve Your Funder in Your Project**

Your funders are key stakeholders in your project. Make every effort to fully involve them. Invite representatives to be on hand for key milestones. While some funders want little involvement beyond giving you the money and periodically receiving a report, others want to be very hands-on and share in your success.

Step 5: Write Your Proposal

Once you have a written description of your program, needs, outcomes, and activities, use this as the basis for numerous grant applications. Tailor each proposal to each funder. Use the style and format that the funder prefers. Most organizations make their winning proposals public. Study these proposals. Use them as guides for how to assemble yours, what information to include, and what style and terminology is preferred.

Each RFP usually specifies what information to include and in what format. Some specify page limits and even font size. Many request electronic or online (via the Internet) submission of applications. Carefully read through all of the directions and ask about any that seem unclear.

➢ **Follow the Instructions**

If there is a ten-page limit, stick to ten pages. You may feel that running over by a page or for a sentence or two is no big deal. However, the grant maker may feel that if you cannot comply with a simple page-length restriction, you can't be trusted with funding.

If you think you need to take exception, get permission to do so from the program officer at the funding agency. Include a statement with your application explaining that you have permission to deviate and your reason for doing so.

➢ **Study the Criteria**

Most grant programs are competitive, meaning only the proposals judged best by the grant maker get awards. The RFP may specify evaluation criteria and allocate a certain number of points to specific sections or components. Study all of the application criteria. Check with the program officer to see if there are other criteria or factors considered in making the funding decisions.

➢ **Use a Checklist to Make Sure Your Application is Complete**

Make a list of all criteria with the point values, if applicable. Use this checklist to be sure that you have included everything that is required. Missing or incomplete items often result in outright rejection or at least a lower score, limiting your chance for funding. Use your checklist as a table of contents for your proposal, to make it easy for reviewers to find the required information. Pay particular attention to your budget, making sure all costs are eligible and fully explainable.

➢

Consider Hiring a Professional Writer

While not essential, many organizations prefer to hire an outside consultant to write the proposal. The **primary advantage** is that the writer is able to devote time to the project, which you might not have. A consultant with expertise in a particular grant program can assure that you address all of the often complex regulatory requirements.

The **disadvantage** of hiring a professional writer is that the writer may lack the passion and project knowledge that you and other stakeholders bring to the project. The resulting proposal may be slick but may lack passion or urgency.

> ➢ **Edit Carefully**

What you say and how you say it may be the only information the reviewer has about you, your community, and your project. So, be sure that your proposal is clear and easy to understand. Before you attach your signature to an application, be sure that the application is complete and accurate.

Thoroughly edit your text. Try to eliminate all spelling and other typographical errors. Follow standard grammatical usage and avoid jargon and local expressions. Electronic dictionaries, spell checkers, and grammar checkers will catch 80 percent of your errors. Have two or three peopleread your proposal to catch the remaining 20 percent.

➢ **Give Your Proposal to a "Cold Reader" to Review**

Ask one or two people who have not been involved in the process or project—and can come to the proposal "cold"—to read the proposal. Give them a copy of the RFP and the review criteria, but little other information. Ask them to read the proposal quickly. (That is how reviewers will likely go through it, at least initially.) Do they understand it? Does it make sense to them?

➢ **Meet Deadlines**

Most grant programs have deadlines that are specific and unyielding. Missing one will most likely eliminate your chance for funding during that cycle. Allow plenty of time for delays, because they invariably happen during the proposal writing process.

The most common sections of grant proposals

1) cover letter

2) executive summary

3) need statement

4) goals and objectives

5) methods, strategies, or program design

6) evaluation section

7) other funding or sustainability

8) information about your organization

9) project budget

Here are the most common sections of grant proposals and the information you should include.

1) **Cover letter**

   When you write your cover letter, think of it as the front porch of your grant proposal. How the funder feels about your nonprofit depends on this first impression.

   You will want to address your letter to a particular person, briefly state what your proposal asks for, and summarize your program. Keep in mind that this will be your first opportunity to connect with the people who can fund your grant. Make them care about your mission.

2) **Executive summary**

   The executive summary comes after your cover letter. It helps the grantor to understand at a glance what you are asking. The summary can be as short as a couple of sentences, but no longer than one page.

3) Need statement

The statement of need is the meat of your **grant proposal.** You must convince the funder that what you propose to do is essential and that your organization is the right one to do it. Never assume that the reader of your summary knows much of anything about the issue. Use your expertise to explain it, but make it simple to understand. Explain why the issue is essential, and what research you did to learn about possible solutions.

4) Goals and objectives

Your goals and objectives explain what your organization plans to do about the problem. State what you hope to accomplish with the project (goals) and spell out the specific results (objectives) you expect to achieve. Think of goals as general outcomes and objectives as the particular steps you will take to get to those outcomes.

6) Methods, strategies or program design

Walk the grantor through HOW you will achieve the goals and objectives you have set out earlier. You may be required to provide a **logic model** in this section which explain graphically just how the parts of your proposal work together to achieve what you hope to accomplish. Be as detailed as you can with a timeline and specifics about who will do what and when.

7) Evaluation section

How will you assess your program's accomplishments? Funders want to know that their dollars had an **impact.** So decide now how you will evaluate the **outcomes** of you project. Include what record you will keep or data you will collect, and how you will use that data. If the data collection costs money, be sure to include that cost in your budget. Many organizations hire an outside evaluator to get an objective assessment

7) Other funding and sustainability

Have you received funding from other sources? Or have you asked other sources? Most funders, such as **foundations**, do not wish to be the sole source of support for a project. Be sure to mention in-kind contributions you expect, such as meeting space or equipment. Is this a pilot project with a limited timeline? Or will it go into the future? If so, how do you plan to keep funding it? Is it sustainable over the long haul?

8) Information about your organization

In a few paragraphs explain why the funder can trust you to use its funds responsibly and efficiently. Give a short history of your organization, state your mission, the population you serve and provide an overview of your track record. Describe or list your programs. Be complete in this part of your proposal even if you know the funder or have gotten grants from this organization before. Never take for granted that the person reading this proposal knows your history.

9) Project budget

How much will your project cost? Attach a short budget showing expected expenses and income. The expenses portion should include personnel costs, direct project costs, and administrative or overhead expenses. Income should include **earned income** and contributed income such as donations.

10) Additional materials

Funders are likely to want to see the following:

- A letter proving that your organization is **tax-exempt**
- List of your **Board of Directors** and their affiliations
- A budget for your current fiscal year
- The budget for your next fiscal year if you are within a few months of that new year.

11) Putting it all together

If you are submitting a proposal by mail, put everything together with your cover sheet and a cover letter. You may need to have your CEO and the Board President sign the cover sheet or letter. You do not need a fancy binder, but it should all be neatly typed and free of errors. Online grant applications have become quite popular with many funders. But take equal care with those as well.

PRACTICE

Suppose that you have a project and you want to expand its activities. However, you do not have sufficient funds to run the project. Write a grant proposal to the funders apply for financial support. Remember to go through all required steps. Do not go beyond 10 pages.

8. PUBLIC SPEAKING

1. Giving a talk or speech

A speech is a formal address or talk directed to a specific audience on a topic of some importance. Thus, it is different from a general —chat‖ between friends.

Giving a talk or speech might bring butterflies to your stomach, make your knees knock and your palms moist, and give you a dry mouth. People who normally have no trouble talking, often search for words when they are speaking in front of an audience

Here are a few _**key principles'** to keep in mind when you are preparing to speak in front of others, whether it is in the classroom, at a conference, in an interview, or as part of a seminar. The principles are deliberately broad so that they can be applied to a range of disciplines and contexts.

2) Key Principles of Communication:

1) **We are all always communicating:** There are three main registers of communication; **to be aseffective as possible, we must be actively aware of them all.**
   - **Body language:** non-verbal communication
   - **Tone:** vocal communication
   - **Content**: the content or message

2) **Goal and Audience:** What do you want your given audience to do/remember?
   - **Be clear about your Goal.**
   - **Modify your Goal to appeal to your specific Audience.**
     (Remember, you can changeyour goal, but not your audience!)

3) **WIIFM: ―What's In It For Me?‖**
   - This question (asked from the perspective of your audience) must be answered as directlyand practically as possible at the beginning of any lecture, interview, conference paper, seminar discussion.
   - **Tell your audience what they will gain from paying attention to and rememberingthe material you are presenting/discussing.**

4) Credibility: ―Why should I listen to you?**"**

- **Tell your audience how you know what you know.** Have you done research/ taken a class/ received your degree/ done this before/ had personal experience in a given area?
- **Do you have common ground with your audience?** This can also help establish credibility and WIIFM (―I am like you, I know that this information will help you as it has me…‖).

3. Tips for Non-verbal and Vocal Communication:

    1) Physical Communication

- **Take up space**
  - ➢ Stand with your feet hip distance apart, fully facing your audience.
  - ➢ Build in meaningful movement, commanding space between lectern, computer, chalkboard etc.

- **Make eye contact**
  - Spend a few seconds with each person you look at.
  - For bigger lecture halls, use an M or a W pattern to spread eye contact throughout the room.
- **Avoid defensive postures**:
  - Arms crossed, hands in pockets, hands clasped behind or in front of body.
  - These postures limit your gestural ability and will make your audience close off as well.

- **Avoid fiddling with props**
  - Put down the pen/chalk/remote when you are not using them.
  - If you know you play with jewelry, don't wear it; if you play with your hair, pull it back.
    - Empty your pockets of change and keys that make noise and tempt fiddling.
- **Stand your ground**
  - **Avoid** swaying, pacing
  - **Avoid** the hip-cock
- **Fake it till you make it**
  - **Smile!!** Even if you don't feel like it; this will put your audience at ease and soon you will feel better!

2) Vocal Communication:

- **Be aware of your habits in the following areas:**
  - ➢ **Volume** – how loud you speak in relation to size of space and audience
  - ➢ **Pitch** – where in your voice you speak (high/low/monotone)
  - ➢ **Rate** – Speed, how slow or fast you speak
  - ➢ **Vocal Variety** – how often you change your pitch, rate, and volume
- Together, these aspects create **Tone**: the emotion, confidence, enthusiasm with which you speak.
- **Avoid filler words:** um, uh, sort of, like, you know

What to do?

Know Yourself to Help Yourself: How do your nerves manifest themselves?

a) Note what happens when you get up to speak
- Do you sweat/ shake/ mind goes blank/ pace/ talk too fast/ and so on?
- Knowing what to expect will keep you from feeling thrown off in the moment.
- Mind shift: this is normal and even necessary! It is your body's way of getting ready to perform. Anxiety = Energy!

b) Anticipate and prepare:
- Wear dark colors if you know sweat; write yourself notes to SLOW DOWN in the margins of you notes; take a deep breath when your mind goes blank
- Warm-up and get some exercise before hand to release nervous energy in your body
- Do not drink too much caffeine before presenting
- Build in some meaningful movement (not pacing!) to use some of that nervous energy
- Bring water
- Make sure your blood sugar is not too low (don't forget to eat!)

DO NOT tell your audience you are nervous. Things are never as apparent from the outside as the inside.

Be other-centered: Remember that you are speaking in service of you audience. Everything you do is to help them learn/ remember/ take action. The less you focus on yourself, the less nervous you will be.

4. STRUCTURE OF A SPEECH

Most speeches will usually have the following three parts: The introduction, the main body, the conclusion. Let us briefly mention a few characteristics of the three parts.

1) **The introduction**

This may include light-hearted remarks not immediately relevant to the topic of the speech. They are usually made to establish good rapport between the speaker and his audience. Greetings and very short anecdotes to set the atmosphere are sometimes part of the contents of an introduction to a speech. The language may even be informal. This is also the stage at which the speaker will normally introduce the topic of his speech.

2) The main body

The main body of a speech is likely to be marked by a series of points, issues, problems or arguments organized in a logical sequence. The language here is usually formal and matches the subject matter for instance terms, not to be found in a speech on a philosophical subject.

3) The conclusion

The conclusion, apart from summing up the contents of the speech, may be characterized by another light-hearted and semi-formal rounding off.

PRACTICE 1:

Assignment topics for oral presentation

In a group of six students, write a speech you would give, based on the following situations, and then choose a student from your group to address the rest of the class. Note that your speech should not go beyond twenty minutes.

1) Position yourself as President and Owner of ICK, prepare a speech and then address it to new students who have joined the university.

2) You have been elected president of ICK Students Union, write a speech addressed to ICK students. Your speech should include such elements as: thanking them, tracing your action plan, etc.

3) You have been selected by your colleagues to speak on their behalf on your Graduation Day. Write a speech appertaining this function.

4) After you have been appointed Vice Mayor in charge of economic affairs in A or B district, write a speech to be addressed to local people on the topic headed —Role of cooperative movements in socio-economic development of our country.

5) You are a Marketing Officer from any commercial bank operating in Rwanda; write a speech on banking advice intended for local people. Everything considered select one student from your group to address the rest of the class.

6) You are minister in charge of Sports and Culture in ICK Students Union. To your disappointment, a number of ICK students seem not interested in sports. Make a speech on the value of sport, using some or all of the following points: sport develops physique, sport trains character, sport is a form of relaxation, sport encourages competition, sport is a subject at which students who are not good in class can sometimes do well.

7) Many people no longer think of English as a foreign language, but as an international one. Make a defense of this idea, using these points and others you may think of:

    a) English is now spoken in many countries other than England.

    b) Much more knowledge is available in English than in most other languages.

    c) Using English, it is possible to communicate with people in many parts of the world.

8) You are to contest for a given position in ICK, write your manifesto in such a way that your fellow students will entrust confidence in you and vote for you.

5. MAKING AN ORAL PRESENTATION

When making an oral presentation in class, you must know your subject well and convince your audience that they have something to gain from listening to you. Here are some things you can do to make effective oral presentation.

- **Be prepared**. Research your subject to ensure that you are knowledgeable. Practice your presentation until you feel comfortable. Make sure you can present your information within whatever time limits you will have. Anticipate questions you may be asked and prepare answers to these.
- **Know your audience**. Tailor your presentation to your audience's level of knowledge about the subject of your presentation, what they need to know and their interest.

- **Be positive**. Make it clear that you are knowledgeable and enthusiastic about your subject.
- **Don"t read your presentation**. Talk to your audience. Use your notes as prompts as needed.
- **Provide examples**. Try to make your presentation as concrete and ―down to earth‖ as possible. Add appropriate anecdotes and humor to drive home a point.
- **Use visual aids**. Supplement what you say with visual aids such as handouts, charts, transparencies, and slides. Make sure that everyone can easily see the visual aids.

Don't use visual aids that are so complex that the audience will spend its time trying to read them instead of listening to you. Visual aids are supplements to what you say, not replacements of what you say.

- **Maintain eye contact**. Shift your eye contact around the room so that everyone feels that you are talking to them.
- **Actively involve your audience**. People can only listen so long without their attention wandering. Making your presentation interesting will help you to capture and keep your audience's attention for a while, but you must do more. Build in some simple and quick activities for your audience so that they are actively involved in your presentation. Ask questions that you are confident your audience will be able to answer.
- **Use your voice effectively**. Vary the tone of your voice and be careful not to talk too quickly.
- **End on a high tone**. Leave your audience feeling upbeat about what they have just heard

PRACTICE 2: Topics for oral presentation

1. How can the government of Rwanda solve the issue of street children?
2. What will the government of Rwanda gain from being a member of EAC?
3. Talk about the goodness of Catholic University of Rwanda.
4. How can university students improve their English as a language of instruction in classroom environment?
5. How can people prevent COVID-19?

UNIT 7: CONDUCTING DEBATES/INITIATING A DISCUSSION

Debates have been known ever since the beginning of democracy. They are nowadays common in learning institutions. In many schools debates are held at least once a week.

7.1 Roles in debates

A debate, being an organized way of exchanging views, has certain rules that must be followed.

7.1.1 Chairman or Chairperson(Moderator)

There must be a chairperson whose duty is to lead and control the house or audience. S/he must see to it that order is maintained. S/he is the only boss during the debate.

7.1.2 Secretary

S/he records the proceedings of the debate.

7.1.3 Main speakers

They are also called honorable. They are both **proposers** and **opposers.**

7.1.4 Time keeper watches over the time.

7.1.5 Sergeant-at-Arms

Sometimes, some debate meetings are arranged to have a Sergeant-at-Arms whose duty is to watch over the proceedings of the debate as far as the discipline is concerned. In any case, he can push any troublemaker out physically! We must agree, however, that this arrangement is not always necessary during debates in schools. This is something adopted in parliaments that has been allowed into some learning institutions.

7.2 Debate organization

In the debate there must be two sides: **the proposition side, and the opposition side**. Each side is represented by two speakers who sit together with the chairperson in front of the audience. There must also be a **motion** or a topic for discussion. A motion is that thing we are going to talk about. The motion is usually put in an affirmative statement. For example:

—Capital punishment should be abolished‖

Or: —That capital punishment should be abolished‖

Not: —Capital punishment should not be abolished‖

This is also worth in the debate.

This is also worth in the debate.

- **Order of speaking**: The main speaker from the proposition side puts his/her views to the house first. The main opposer follows. The second proposer comes next and the second opposer comes last. After this, the chairperson declares the debate open to the house. Everyone who speaks from the floor is limited to a certain amount of time so that the tendency to waste time is minimized.

- **Addressing the chairperson:** This chairperson is the one who gives permission for speaking in a debate. Once the permission is given, the one to speak honours the house by addressing the chairperson and recognizing the house

Like this:

—**Mr Chairman** (or Mr/Madam Chairperson), honourable speakers, and the house.‖

After that, the speaker currently speaking should put forward his/her arguments clearly and brightly.
At the end of the speech, s/he should thank the chairman and the house. Like this:

—**Thank you Mr Chairman** (Mr/Madam Chairperson) and the house.‖ When the chairperson decides that the debate be closed to the house, s/he calls upon the main proposer to summarise his/her points. After that, the main opposer is called upon to summarize his/her points. During the summary no interruptions or points of information are entertained.

7.3 Points to consider

In the debate, people(audience) are allowed to intervene. Here are some expressions to take into consideration.

7.3.1 Point of information:

If a member of the audience feels that s/he should inform the current speaker on a certain point or points, s/he should put up his hand to try and catch the eye of the chairperson. When s/he succeeds, s/he should say: ‗**Point of information**". The chairperson then asks the current speaker whether s/he wishes to be informed. If s/he says ‗yes' then the informer goes ahead and gives the information. It should be noted that only one person is allowed to stand. On some occasions, the speaker may refuse to be informed. In that case, the chairperson allows him/her to go on without interruption.

7.3.2 Point of order(when there is disorder)

Unlike the point of information, the point of order cannot be refused. When a point of order is raised, the current speaker has no alternative but to sit down and wait to listen to the order being put. Essentially, a point of order is to point out any abnormality in the conduct of the debate. If valid, the chairperson asks the wrongdoer to rectify the mistake there and then.

7.3.3 Point of inquiry (when you want to ask)
7.3.4 Point of defense (when you want to defend your side)
7.3.5 Point of supplement(when you want to add something to what has been said)

7.4 Debate format

Motion: *"Village life is better than town life"*

Chairperson:
Secretary:

Proposition side   Opposition side

Proposition side	Opposition side
Honourable……….	Honourable……….
Honourable……….	Honourable……….

Time keeper:

7.6 Useful expressions in the debate (*read the word doc*)

7.7 Exercises: Proposed motions

1. The coming of Europeans has done more harm than good.
2. A teacher is better than a doctor.
3. Is dowry really necessary for better marriage in today's Rwanda.
4. Fire is better than electricity.
5. A telephone is better than a radio.
6. A house is better than a car.
7. Water is better than fire.
8. Girls are better than boys.
9. Women are better drivers than men.

Choose one of the statements below. Decide whether or not agree with it. Discuss your opinions in small grou

There should be a law requiring people to vote in elections.

Teenagers should be allowed to manage their own money.

Parents should have the right to decide what their teenage kids read.

PRACTICE MAKES PERFECT!!!

THANK YOU!!!!!

GOD BLESS YOU!!