

Lesson 1: Developing Materials

GEO 6803 English Language Support

Semester 2: 2014/15

ELTC

Aims

- To look at a scheme of work/course outline
- To consider how reading lists can be exploited
- To analyse a description from the Geography department
- To consider how student needs can be used to create exercises
- To use previous students' work to help current students prepare a proposal
- To look at the layout of weekly booklets

PGT Course outline Semester 2:

Date	Topic
Lesson 1 09/02/15	Developing materials Reflective writing (the research Process)
Lesson 2 16/02/15	Plagiarism and how to avoid it (review!) <i>Reflection: 18th Feb</i>
Lesson 3 23/02/15	Sentence Structure
Lesson 4 02/03/15	Policy Briefs
Lesson 5 09/03/15	Improving your writing (avoiding wordiness) <i>Policy Brief: 16th March</i>
Lesson 6 16/03/15	Writing a research proposal
Easter vacation	
Lesson 7 13/04/15	Writing a research proposal – looking at examples <i>Research Proposal: 16th April</i>
Lesson 8 20/04/15	Writing abstracts Verbs and tenses to use in different parts of dissertations
Lesson 9 27/04/15	Dissertations – looking at examples
Lesson 10 11/05/15	Editing & proofreading Avoiding common errors <i>Dissertation deadline: 11th September</i>

Arranging a Reference List:

Look at this reading list from GEO6801 *Ideas and Practice in International Development, Week 11: Human Rights*. Can you arrange it as reference list? Make sure each entry conforms to correct referencing.

Lundström Sarelin, A (2007) 'Human Rights-Based Approaches to Development Cooperation, HIV/AIDS, and Food Security' *Human Rights Quarterly*, 29/2: 460-488

Cleaver F and Anna Toner (2006) 'The evolution of community water governance in Uchira, Tanzania: the implications for equality of access, sustainability and effectiveness' *Natural Resources Forum* 30: 207-18

Gaventa J, A Shankland, A and J Howard, (eds.) (2002). "Making Rights Real: Exploring Citizenship, Participation and Accountability" in *IDS Bulletin* 33(2). Brighton: Institute of Development Studies

Molyneux M, and S Lazar (2003) *Doing the Rights Thing: Rights-Based Development and Latin American NGOs*. London: ITDG Publishing.

Moser C. and A Norton (2003) *To Claim Our Rights: Livelihood Security, Human Rights and Sustainable Development*. London: Overseas Development Institute

Cornwall A and M Molyneux (2006) "The Politics of Rights - Dilemmas for Feminist Praxis: an introduction" in *Third World Quarterly*. 27(7),

Grugel J and E Peruzzotti (2007) 'Claiming Rights under Global Governance: Children's Rights in Argentina' *Global Governance*, 13, 2

Godoy A S (1999) "Our Right is the Right to Be Killed": Making Rights Real on the Streets of Guatemala," in *Childhood*. 6(4), November

Root Rebecca K. (2009) "Through the Window of Opportunity: The Transitional Justice Network in Peru" *Human Rights Quarterly*, Vol. 31, no. 2,

Glasius M (2009) "What Is Global Justice and Who Decides? Civil Society and Victim Responses to the International Criminal Court's First Investigations" *Human Rights Quarterly*, Vol. 31, no. 2,

Grugel J and N Piper (2009) 'Do Rights Promote Development?' *Global Social Policy* 9 (1), pp79-98

Jeffrey A (2011) 'The Political Geographies of Transitional Justice' *Transactions of The Institute of British Geographers*, 36(3), 344-359.

Veneklasen L et al (2004) Rights Based approaches and beyond: challenges of linking rights and participation *IDS Working Paper* 235.

Grugel J and N Piper 'Multi-sited governance of economic migration, rights and social activism' *International Sociology* 26 (4) 2011, pp433-454

Proposal assessment:

Look at the proposal assessment below. How can you achieve the criteria mentioned?

Proposal assessment

The proposal will be marked in accordance with the standard University Masters assessment guidelines (see Appendix B). Although you will be given an indicative mark to give you an idea on how you are progressing, the proposal mark **does not** contribute to the overall grade for this module. **Students must pass the dissertation proposal, attaining a mark of at least 50% to be able to continue on to the Masters Dissertation.**

The major criteria for marking the written proposal will be:

- presentation (structure, grammar/spelling, referencing etc.)
- thoroughness of the literature review and its appropriateness to the research questions/hypotheses
- thoroughness of the methodological discussion
- the appropriateness of the methods to the research questions/hypotheses
- the practical feasibility of the research

What makes a good research proposal?

You are going to look at five past research proposals with a view to drawing some conclusions on what constitutes a good proposal. You will look at them from several different points of view.

Task A: Initial Impression

Look at some of the proposals for 30 seconds! You do not even need to read the title: simply hold it in your hands, flick through the pages, and think about the immediate impression you get from it. Would you enjoy reading it? Why? Or why not?

- A
- B
- C
- D

Discuss your reactions.

In pairs look at two of the proposals.

Task B: What is the research aim of the two proposals?

- 1.
- 2.

Identifying Problems with Sentence Structure

Look at the following sentences (all taken from Reynolds et al 2007) and decide what the problem(s) is/are.

Problem 1

In this millennium, global drylands a myriad of problems that present tough research, management, and policy challenges.

Problem 2

Recent advances in dryland development, however, together with the integrative approaches of global change and sustainability science, they suggest that concerns about land degradation, poverty, safeguarding biodiversity, and protecting the culture of 2.5 billion people confronted with renewed optimism.

Problem 3

We review recent lessons about the functioning of dryland ecosystems and the livelihood systems of their human residents and introducing a new synthetic framework the Drylands Development Paradigm (DDP).

Problem 4

The DDP, supported by a growing and well-documented set of tools for policy and management action, help navigate the inherent complexity of desertification and dryland development, identified and synthesized those factors important to research, management, and policy communities.

Original (Introduction: First Paragraph):

Now look at original and check your answers.

In this millennium, global drylands **face** a myriad of problems that present tough research, management, and policy challenges. Recent advances in dryland development, however, together with the integrative approaches of global change and sustainability science, **they** suggest that concerns about land degradation, poverty, safeguarding biodiversity, and protecting the culture of 2.5 billion people **can be confronted** with renewed optimism. We review recent lessons about the functioning of dryland ecosystems and the livelihood systems of their human residents and **introduce** a new synthetic framework, the Drylands Development Paradigm (DDP). The DDP, supported by a growing and well-documented set of tools for policy and management action, **helps** navigate the inherent complexity of desertification and dryland development, **identifying** and **synthesizing** those factors important to research, management, and policy communities.

What is the problem in each case?

Taken from: Reynolds, J.F., Stafford Smith, D. M., Lambin, E. F., Turner, II, B. L., Mortimore, M., Batterbury, S. P. J., Downing, T. E., Dowlatabadi, H., Fernández, R. J., Herrick, J. E., Huber-Sannwald, E., Jiang, H., Leemans, R., Lynam, T., Maestre, T. T., Ayarza, M., Walker B. (2007). Global Desertification: Building a Science for Dryland Development. *Science* 316: 847-851.

A note on wording and visuals:

Here are some tips and advice when considering wording and visuals:

- Policy briefs are just that (rarely more than 1,500 words, and usually much shorter), so thoughtful word choice is essential.
- Avoid jargon, acronyms, language that might be off-putting for, or misunderstood by, your audience. This is especially a challenge for policy briefs aimed at audiences from different sector, cultural or disciplinary backgrounds.
- Policy briefs are often intended for some very busy people – so briefs should be designed for skimming as well as closer reading. To do so, begin the brief with a clear, concise summary statement.
- Headline body paragraphs with clear, concise phrases or sentences, in bold.
- Conclude the brief with concrete action suggestions, specifying, if possible, who is responsible for those actions.
- Repetition is key, so your audience has multiple opportunities to get your message. In addition to simple, impactful language, pictures, figures and images will help convey your message on a visual medium.
- Make sure that these is a wise use of your limited space.
- An overall layout that is easy on the eyes will also help keep your audience's attention.
- Avoid a crowded layout and use adequate margins.
- Ask colleagues and individuals who represent your intended audience to review your draft before finalizing it.

Look at one of the policy briefs you are given and see if it adheres to the tips above.

Summarise your findings to a new partner.

Taken from: <http://www.wikihow.com/Write-a-Policy-Brief>