

University of Bath

Miranda Armstrong

Tom Reid

Academic & Professional
Communication Skills (APCS)

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Academic & Professional Communication Skills (APCS)

- Series of lectures
- Key skills for academic & professional communication
- Y1 undergraduates
- Discipline specific

Background & setting up

Why?

- Language and skills gap
- 1st year student experience
- Employability
- Widening participation

How?

- University approval
- Meeting the departments (Physics, Mechanical Engineering, Education: Sport & Social Sciences, School of Management: BBA)
- Funded by the English Language Centre (ELC)

Who?

- APCS teaching team

Preparing for input

Identifying students' needs

- Analysis of marked work
- Analysis of assessment criteria

Assessment Criteria

		Quality of Writing	Presentation	Abstract and Introduction	Experimental Details	Analysis and Discussion
First Class	80+	<input type="checkbox"/> Negligible spelling, punctuation and grammatical errors <input type="checkbox"/> Exemplary writing style; lively and articulate writing, showing excellent command of technical terminology and strong arguments	<input type="checkbox"/> Excellent presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Creative use of well designed and relevant figures and/or tables <input type="checkbox"/> Perfect formatting of figures and/or tables, equations and references	<input type="checkbox"/> Excellent description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Excellent description of the academic relevance of the experiment. <input type="checkbox"/> Excellent description of physical background to the experiment, at a level exactly appropriate for the audience	<input type="checkbox"/> Student achieved much more than would normally be expected <input type="checkbox"/> Evidence of excellent experimental skills <input type="checkbox"/> Excellent quality and quantity of results, presented clearly <input type="checkbox"/> Evidence of creativity, innovation and initiative.	<input type="checkbox"/> Insightful critical assessment, with an excellent discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Excellent analysis of the results, including insightful comparisons with relevant theoretical or experimental results <input type="checkbox"/> Errors and uncertainties treated and discussed entirely rigorously and appropriately <input type="checkbox"/> Clear, justifiable and complete conclusions.
	75%	<input type="checkbox"/> Entirely succinct, clear and precise descriptions and explanations <input type="checkbox"/> Excellent linkage of the text with figures, tables and equations	<input type="checkbox"/> Good presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Well designed and relevant figures and/or tables <input type="checkbox"/> Good formatting of figures and/or tables, equations and references	<input type="checkbox"/> Good description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with good reference to the available academic literature in the experiment's field <input type="checkbox"/> Good description of physical background to the experiment	<input type="checkbox"/> Student achieved more than would normally be expected <input type="checkbox"/> Evidence of strong experimental skills <input type="checkbox"/> Good quality and quantity of results, presented clearly <input type="checkbox"/> Evidence of some creativity, innovation and initiative.	<input type="checkbox"/> Strong critical assessment, with a very good discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Good analysis of the results, including comparisons with relevant theoretical or experimental results <input type="checkbox"/> Good treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear, justifiable and complete conclusions
	72%	<input type="checkbox"/> Very few spelling, punctuation and grammatical errors <input type="checkbox"/> Good writing style <input type="checkbox"/> Nearly all descriptions and explanations are succinct, clear and precise <input type="checkbox"/> Text links well with figures, tables and equations	<input type="checkbox"/> Good presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Well designed and relevant figures and/or tables <input type="checkbox"/> Good formatting of figures and/or tables, equations and references	<input type="checkbox"/> Good description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with good reference to the available academic literature in the experiment's field <input type="checkbox"/> Good description of physical background to the experiment	<input type="checkbox"/> Student achieved more than would normally be expected <input type="checkbox"/> Evidence of strong experimental skills <input type="checkbox"/> Good quality and quantity of results, presented clearly <input type="checkbox"/> Evidence of some creativity, innovation and initiative.	<input type="checkbox"/> Strong critical assessment, with a very good discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Good analysis of the results, including comparisons with relevant theoretical or experimental results <input type="checkbox"/> Good treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear, justifiable and complete conclusions
Upper Second Class	69%	<input type="checkbox"/> A few spelling, punctuation and grammatical errors <input type="checkbox"/> Satisfactory writing style <input type="checkbox"/> Most descriptions and explanations are succinct, clear and precise <input type="checkbox"/> Text mostly links well with figures, tables and equations	<input type="checkbox"/> Satisfactory presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Generally well designed and relevant figures and/or tables <input type="checkbox"/> Adequate formatting of figures and/or tables, equations and references	<input type="checkbox"/> Satisfactory description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with satisfactory reference to available academic literature in the experiment's field <input type="checkbox"/> Adequate description of physical background to the experiment	<input type="checkbox"/> Student achieved as much as would normally be expected <input type="checkbox"/> Evidence of good experimental skills <input type="checkbox"/> Satisfactory quality and quantity of results, presented clearly	<input type="checkbox"/> Clear discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Adequate analysis of the results, including comparisons with relevant results <input type="checkbox"/> Satisfactory treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear and justifiable conclusions
	65%	<input type="checkbox"/> A few spelling, punctuation and grammatical errors <input type="checkbox"/> Satisfactory writing style <input type="checkbox"/> Most descriptions and explanations are succinct, clear and precise <input type="checkbox"/> Text mostly links well with figures, tables and equations	<input type="checkbox"/> Satisfactory presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Generally well designed and relevant figures and/or tables <input type="checkbox"/> Adequate formatting of figures and/or tables, equations and references	<input type="checkbox"/> Satisfactory description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with satisfactory reference to available academic literature in the experiment's field <input type="checkbox"/> Adequate description of physical background to the experiment	<input type="checkbox"/> Student achieved as much as would normally be expected <input type="checkbox"/> Evidence of good experimental skills <input type="checkbox"/> Satisfactory quality and quantity of results, presented clearly	<input type="checkbox"/> Clear discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Adequate analysis of the results, including comparisons with relevant results <input type="checkbox"/> Satisfactory treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear and justifiable conclusions
Lower Second Class	59%	<input type="checkbox"/> A few spelling, punctuation and grammatical errors <input type="checkbox"/> Satisfactory writing style <input type="checkbox"/> Most descriptions and explanations are succinct, clear and precise <input type="checkbox"/> Text mostly links well with figures, tables and equations	<input type="checkbox"/> Satisfactory presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Generally well designed and relevant figures and/or tables <input type="checkbox"/> Adequate formatting of figures and/or tables, equations and references	<input type="checkbox"/> Satisfactory description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with satisfactory reference to available academic literature in the experiment's field <input type="checkbox"/> Adequate description of physical background to the experiment	<input type="checkbox"/> Student achieved as much as would normally be expected <input type="checkbox"/> Evidence of good experimental skills <input type="checkbox"/> Satisfactory quality and quantity of results, presented clearly	<input type="checkbox"/> Clear discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Adequate analysis of the results, including comparisons with relevant results <input type="checkbox"/> Satisfactory treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear and justifiable conclusions
	55%	<input type="checkbox"/> A few spelling, punctuation and grammatical errors <input type="checkbox"/> Satisfactory writing style <input type="checkbox"/> Most descriptions and explanations are succinct, clear and precise <input type="checkbox"/> Text mostly links well with figures, tables and equations	<input type="checkbox"/> Satisfactory presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Generally well designed and relevant figures and/or tables <input type="checkbox"/> Adequate formatting of figures and/or tables, equations and references	<input type="checkbox"/> Satisfactory description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with satisfactory reference to available academic literature in the experiment's field <input type="checkbox"/> Adequate description of physical background to the experiment	<input type="checkbox"/> Student achieved as much as would normally be expected <input type="checkbox"/> Evidence of good experimental skills <input type="checkbox"/> Satisfactory quality and quantity of results, presented clearly	<input type="checkbox"/> Clear discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Adequate analysis of the results, including comparisons with relevant results <input type="checkbox"/> Satisfactory treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear and justifiable conclusions
	52%	<input type="checkbox"/> A few spelling, punctuation and grammatical errors <input type="checkbox"/> Satisfactory writing style <input type="checkbox"/> Most descriptions and explanations are succinct, clear and precise <input type="checkbox"/> Text mostly links well with figures, tables and equations	<input type="checkbox"/> Satisfactory presentation, layout and formatting; coherent and logical structure <input type="checkbox"/> Generally well designed and relevant figures and/or tables <input type="checkbox"/> Adequate formatting of figures and/or tables, equations and references	<input type="checkbox"/> Satisfactory description of the experiment's aims & objectives, its context and any applications of the work <input type="checkbox"/> Description – with satisfactory reference to available academic literature in the experiment's field <input type="checkbox"/> Adequate description of physical background to the experiment	<input type="checkbox"/> Student achieved as much as would normally be expected <input type="checkbox"/> Evidence of good experimental skills <input type="checkbox"/> Satisfactory quality and quantity of results, presented clearly	<input type="checkbox"/> Clear discussion of the advantages and limitations of the techniques used <input type="checkbox"/> Adequate analysis of the results, including comparisons with relevant results <input type="checkbox"/> Satisfactory treatment and discussion of errors and uncertainties <input type="checkbox"/> Clear and justifiable conclusions

Sample Feedback

		Quality of Writing	Presentation	Abstract and Introduction	Experimental Details	Analysis and Discussion
First Class	80+	<input type="checkbox"/> Negligible spelling, punctuation and grammatical errors	<input type="checkbox"/> Excellent presentation, layout and formatting; coherent and logical structure	<input type="checkbox"/> Excellent description of the experiment's aims & objectives, its context and any applications of the work	<input type="checkbox"/> Student achieved much more than would normally be expected	<input type="checkbox"/> Insightful critical assessment, with an excellent discussion of the advantages and limitations of the techniques used
		<input type="checkbox"/> Exemplary writing style; lively and articulate writing, showing excellent command of technical terminology and strong arguments	<input type="checkbox"/> Creative use of well designed and relevant figures and/or tables	<input type="checkbox"/> Excellent description of the academic relevance of the experiment.	<input type="checkbox"/> Evidence of excellent experimental skills	<input type="checkbox"/> Excellent analysis of the results, including insightful comparisons with relevant theoretical or experimental results
	75%	<input type="checkbox"/> Entirely succinct, clear and precise descriptions and explanations	<input type="checkbox"/> Perfect formatting of figures and/or tables, equations and references	<input type="checkbox"/> Excellent description of physical background to the experiment, at a level exactly appropriate for the audience	<input type="checkbox"/> Excellent quality and quantity of results, presented clearly	<input type="checkbox"/> Errors and uncertainties treated and discussed entirely rigorously and appropriately
	72%	<input type="checkbox"/> Excellent linkage of the text with figures, tables and equations			<input type="checkbox"/> Evidence of creativity, innovation and initiative.	<input type="checkbox"/> Clear, justifiable and complete conclusions.
Upper Second Class	69%	<input type="checkbox"/> Very few spelling, punctuation and grammatical errors	<input type="checkbox"/> Good presentation, layout and formatting; coherent and logical structure	<input checked="" type="checkbox"/> Good description of the experiment's aims & objectives, its context and any applications of the work	<input type="checkbox"/> Student achieved more than would normally be expected	<input type="checkbox"/> Strong critical assessment, with a very good discussion of the advantages and limitations of the techniques used
	65%	<input type="checkbox"/> Good writing style	<input type="checkbox"/> Well designed and relevant figures and/or tables	<input checked="" type="checkbox"/> Description – with good reference to the available academic literature in the experiment's field	<input checked="" type="checkbox"/> Evidence of strong experimental skills	<input checked="" type="checkbox"/> Good analysis of the results, including comparisons with relevant theoretical or experimental results
	62%	<input type="checkbox"/> Nearly all descriptions and explanations are succinct, clear and precise	<input type="checkbox"/> Good formatting of figures and/or tables, equations and references	<input checked="" type="checkbox"/> Good description of physical background to the experiment	<input checked="" type="checkbox"/> Good quality and quantity of results, presented clearly	<input checked="" type="checkbox"/> Good treatment and discussion of errors and uncertainties
Lower Second Class	59%	<input type="checkbox"/> Text links well with figures, tables and equations	<input type="checkbox"/> Satisfactory presentation, layout and formatting; coherent and logical structure	<input type="checkbox"/> Satisfactory description of the experiment's aims & objectives, its context and any applications of the work	<input type="checkbox"/> Student achieved as much as would normally be expected	<input type="checkbox"/> Clear discussion of the advantages and limitations of the techniques used
	55%	<input type="checkbox"/> A few spelling, punctuation and grammatical errors	<input type="checkbox"/> Generally well designed and relevant figures and/or tables	<input type="checkbox"/> Description – with satisfactory reference to available academic literature in the experiment's field	<input type="checkbox"/> Evidence of good experimental skills	<input type="checkbox"/> Adequate analysis of the results, including comparisons with relevant results
	52%		<input type="checkbox"/> Adequate formatting of figures and/or tables, equations and references	<input type="checkbox"/> Adequate description of physical background to the experiment	<input type="checkbox"/> Satisfactory quality and quantity of results, presented clearly	<input type="checkbox"/> Satisfactory treatment and discussion of errors and uncertainties
						<input type="checkbox"/> Clear and justifiable conclusions

Sample Feedback

	Quality of Writing	Presentation	Abstract and Introduction	Experimental Details	Analysis and Discussion	
Third Class	49%	<ul style="list-style-type: none"> ✓ Numerous misspellings, punctuation or grammatical errors ✓ Clumsy or inappropriate writing style, often lapsing into colloquialisms, inappropriate tense, mixture of writing styles ☐ Sloppy and confusing descriptions and explanations 	<ul style="list-style-type: none"> ✓ Passable presentation, layout and formatting; structure sometimes incoherent and confused ✓ Adequate figures and/or tables ✓ Formatting of figures and/or tables, equations and references sometimes incorrect or incomplete 	<ul style="list-style-type: none"> ☐ Poor description of the experiment's aims & objectives, its context and any applications of the work ☐ Description with poor reference to the available academic literature in the experiment's field ☐ Poor description of physical background to the experiment 	<ul style="list-style-type: none"> ☐ Student has not achieved as much as would normally be expected ☐ Weak experimental skills ☐ Poor quality and quantity of results, or results presented poorly 	<ul style="list-style-type: none"> ☐ Little or flawed discussion of the advantages and limitations of the techniques used ☐ Weak analysis of the results ☐ Treatment of errors and uncertainties weak or flawed ☐ Weak, unclear or unjustifiable conclusions
	45%	<ul style="list-style-type: none"> ✓ Text links poorly with figures, tables and equations 				
	42%					
Fail /Unclassified	39%	<ul style="list-style-type: none"> ☐ Riddled with spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> ☐ Shoddy layout, presentation and formatting; 	<ul style="list-style-type: none"> ☐ Very weak description of the experiment's aims & objectives, its context and any applications of the work 	<ul style="list-style-type: none"> ☐ Student achieved very little throughout experiment 	<ul style="list-style-type: none"> ☐ No discussion of the advantages and limitations of the techniques used
	35%	<ul style="list-style-type: none"> ☐ Totally incoherent writing style ☐ Largely incomprehensible descriptions and explanations 	<ul style="list-style-type: none"> ☐ incoherent structure ☐ Poor figures and/or tables 	<ul style="list-style-type: none"> ☐ Very poor or missing description of the available academic literature in the experiment's field 	<ul style="list-style-type: none"> ☐ Very weak, experimental results. ☐ Very poor quality and quantity of results, or results presented very poorly 	<ul style="list-style-type: none"> ☐ Very weak analysis of the results ☐ Treatment of errors and uncertainties weak, flawed or missing
	32%	<ul style="list-style-type: none"> ☐ Very poor or missing linkage of the text with figures, tables and equations 	<ul style="list-style-type: none"> ☐ Missing or incorrect formatting of figures and/or tables, equations and references 	<ul style="list-style-type: none"> ☐ Very weak description of physical background to the experiment 		<ul style="list-style-type: none"> ☐ Very weak or missing conclusions
Mark	Quality of Writing	Presentation	Abstract and Introduction	Experimental Details	Analysis and Discussion	
(%)	15	15	15	25	30	
Awarded	6	6	10.5	16.5	18	

Assessment Criteria

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	45%	<ul style="list-style-type: none"> ✓ Clumsy or inappropriate writing style, often lapsing into colloquialisms, inappropriate tense, mixture of writing styles 	
	42%	<ul style="list-style-type: none"> <input type="checkbox"/> Sloppy and confusing descriptions and explanations ✓ Text links poorly with figures, tables and equations 	
Fail /Unclassified	39%	<ul style="list-style-type: none"> <input type="checkbox"/> Riddled with spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Shoddy layout, presentation and formatting; incoherent structure <input type="checkbox"/> Poor figures and/or tables <input type="checkbox"/> Missing or incorrect formatting of figures and/or tables, equations and references
	35%	<ul style="list-style-type: none"> <input type="checkbox"/> Totally incoherent writing style <input type="checkbox"/> Largely incomprehensible descriptions and explanations 	
	32%	<ul style="list-style-type: none"> <input type="checkbox"/> Very poor or missing linkage of the text with figures, tables and equations 	
Mark		Quality of Writing	Presentation
(%)		15	15
Awarded			

Tutor Comments

Total report mark out of 100: **57** (lower second class)

Further Comments

- A good report scientifically, somewhat let down by the writing. Your style is too chatty at times and the argument doesn't flow well through the report with figures dumped into the report without explanation of them in the text. Figs 3 and 4 are inappropriate as these are photographic rather than the form of schematic diagram used in reports (and they are also used without attribution of the source BTW). Also, avoid lists - write text. However, in terms of the experiment you did find the right facts and find them with sensibly quoted errors, as well as referring to your reading of literature in the field.

30%

of your mark is for writing and presentation

Input: delivery & format

	Student numbers	Venue	Timetabling	Other points
Physics	100	100-seater lecture theatre	4 x 2 hours, from week 1	<ul style="list-style-type: none">• 2 lecturers
Mechanical Engineering	200	386-seater lecture theatre	7 x 1 hour, from week 3	<ul style="list-style-type: none">• 1 lecturer
Management: BBA	160	170-seater lecture theatre	7 x 1 hour, from week 3	<ul style="list-style-type: none">• 1 lecturer
Education: Sport & Social Sciences	70	112-seater lecture theatre	5 x 2 hours, from week 3	<ul style="list-style-type: none">• 2 lecturers• DoS attended

Input: content

- How to organise assignments
 - Lab reports
 - Essays
 - Data Analysis Reports
- How to write accurately, including:
 - Incorporating sources
 - Style
 - Punctuation
 - Easily confused words
- How to write appropriate emails to tutors

Input: materials

- Powerpoint slides
- Fun video clips, visuals, cartoons
- Interactive activities: Audience Response System (ARS), quizzes, tasks, visualiser
- 2 booklets:
 - task booklet
 - reference booklet
- Virtual Learning Environment (Moodle)

Sample Introduction 1

Essay Question:

Why is a critical approach to understanding Organisational Behaviour needed? Discuss using examples.

There are various paradoxes in today's working environment. Managers must have the right balance between priorities including the importance of innovation and elimination of errors, cost saving redundancies versus improved team morale and planning for the future whilst creating short term results that please the shareholders. As a result of these potentially conflicting demands, many turn to the field of Organisational Behaviour for a so called 'quick-fix' to their problems. This paper will discuss the need for a critical approach to understanding Organisational Behaviour and how the knowledge gathered from the analysis can be applied to different situations. For a critical approach, assumptions must be questioned in order to truly understand the benefit or negative effects that management decisions can have on both employee behaviour and the organisation itself.

Sample Introduction 1

Essay Question:

Why is a critical approach to understanding Organisational Behaviour needed? Discuss using examples.

Attention
grabbing
statement
+ scene
setting



There are various paradoxes in today's working environment. Managers must have the right balance between priorities, including the importance of innovation and elimination of errors, cost saving redundancies versus improved team morale and planning for the future whilst creating short term results that please the shareholders. As a result of these potentially conflicting demands, many turn to the field of Organisational Behaviour for a so called 'quick-fix' to their problems. This paper will discuss the need for a critical approach to understanding Organisational Behaviour and how the knowledge gathered from the analysis can be applied to different situations. For a critical approach, assumptions must be questioned in order to truly understand the benefit or negative effects that management decisions can have on both employee behaviour and the organisation itself.

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grabbing
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+ scene
setting

More
Scene –
setting +
Intro to
focus idea

There are various paradoxes in today's working environment. Managers must have the right balance between priorities, including the importance of innovation and elimination of errors, cost saving redundancies versus improved team morale and planning for the future whilst creating short term results that please the shareholders. As a result of these potentially conflicting demands, many turn to the field of Organisational Behaviour for a so called 'quick-fix' to their problems. This paper will discuss the need for a critical approach to understanding Organisational Behaviour and how the knowledge gathered from the analysis can be applied to different situations. For a critical approach, assumptions must be questioned in order to truly understand the benefit or negative effects that management decisions can have on both employee behaviour and the organisation itself.

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Thesis
statement

There are various paradoxes in today's working environment. Managers must have the right balance between priorities, including the importance of innovation and elimination of errors, cost saving redundancies versus improved team morale and planning for the future whilst creating short term results that please the shareholders. As a result of these potentially conflicting demands, many turn to the field of Organisational Behaviour for a so called 'quick-fix' to their problems. This paper will discuss the need for a critical approach to understanding Organisational Behaviour and how the knowledge gathered from the analysis can be applied to different situations. For a critical approach, assumptions must be questioned in order to truly understand the benefit or negative effects that management decisions can have on both employee behaviour and the organisation itself.

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Thesis
statement

Abstract. This experiment is about the use of electron spin resonance to determine the characteristics of a passive oscillator circuit and a DPPH sample. This is a method designed to investigate chemical compounds that has one or more unpaired electrons. When placing the sample in a magnetic field its free electrons will aline itself either parallel or anti-parallel to the magnetic field. By firing electromagnetic waves at these electrons one can hope to excite these from a negative spin to a positive spin. Through this method one can determine the so called g-factor of the compound (describes how close the unpaired electron behaves as a free electron). Through this experiment we determined the g-factor of the DPPH sample as 1.85 ± 0.06 . This is a bit off the actual value of 2.0036, but taken into account other errors and uncertainties encountered one can say that this is a valid result.

Too wordy.

Too wordy.

Grammar.

Spelling.

Grammar.

Passive needed.
Inappropriate word choice.

Passive needed.

Unclear wording.

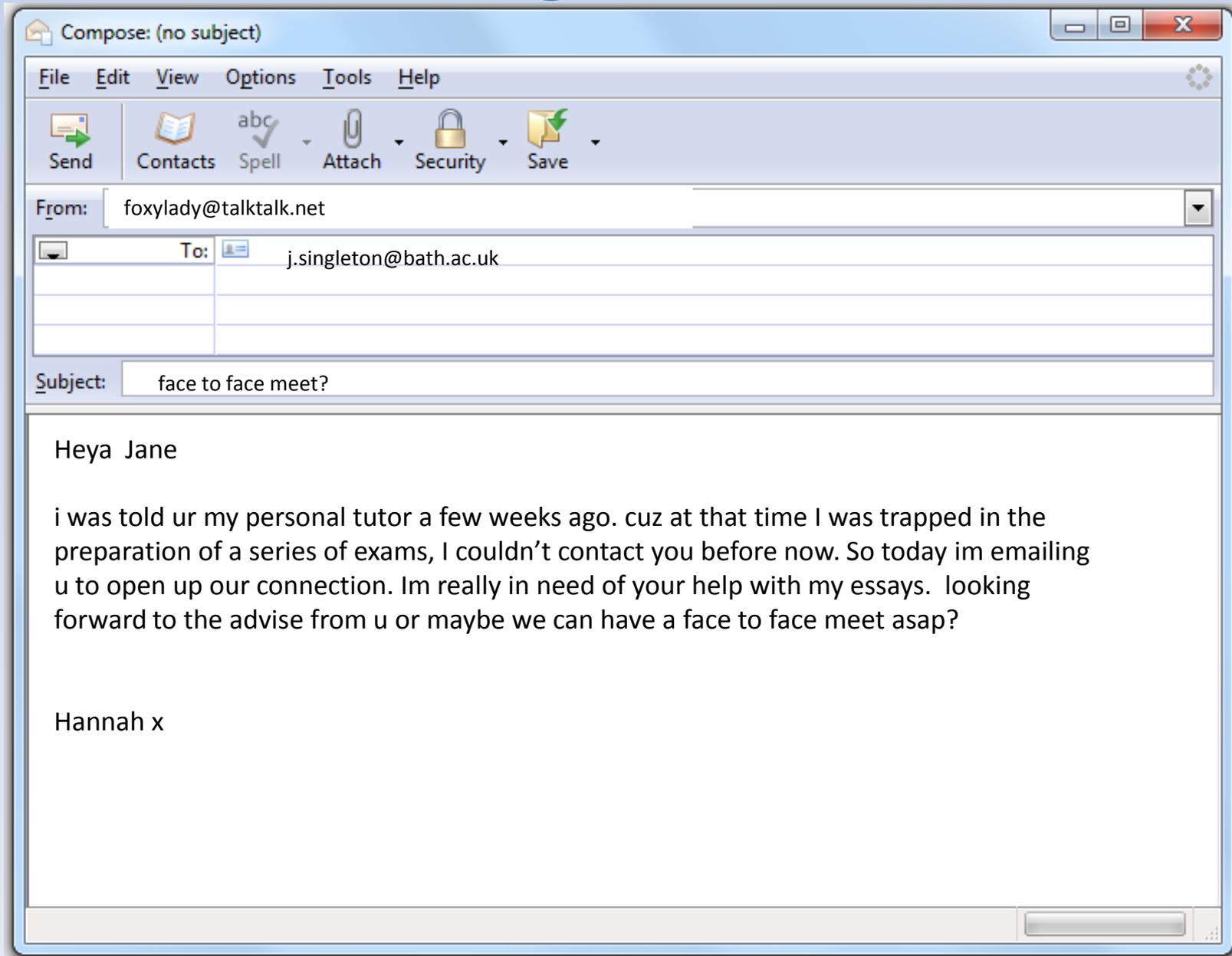
Passive needed.

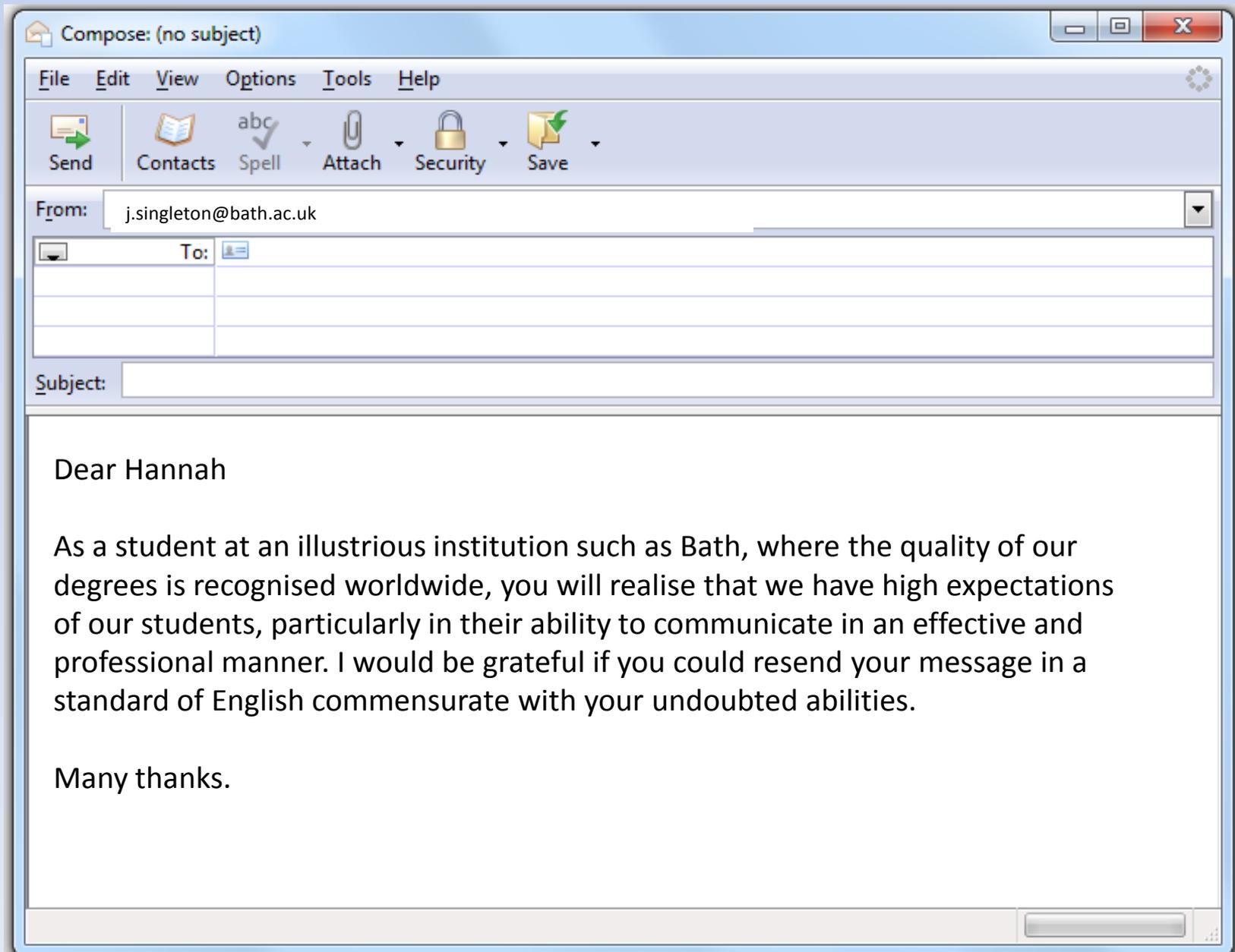
Inappropriate tone.

Grammar.

Passive needed.

What's wrong with this e-mail?





Evaluation

- English Language Centre:
 - Intensive work
 - Skills development
 - Closer contacts with academic departments
 - Higher profile
- Departments:
 - Very positive
- Students:
 - Very mixed

Student Feedback



1. Fun 'extras'
2. Friendly lecturers & engaging lecture style
3. Lab report structure
4. Assignment requirements
5. Analysis of student writing



1. "Too slow and too long" (2 hour lectures)
2. Anything perceived as 'too easy or 'condescending'
3. Anything perceived as 'grammar'
4. Anything perceived as not directly relevant

Lessons Learned

- Group size & venue:
 - Maximum 100 students, in small lecture theatres
- Timetabling:
 - 1 hour
 - Fitting with assignment deadlines
- Content:
 - Closely linked to assignment requirements
 - Balancing language and skills
- Delivery:
 - Balancing motivational 'extras' with relevant content
 - Importance of pair work and group work
 - Benefit of 2 lecturers

Lessons Learned

- Perceptions
 - ‘Labels’
 - Importance of writing
 - Needs
 - Endorsement by departments
 - Integral part of a study skills unit
 - Assessment