

GAC015 Academic English III: Reading & Writing Skills

GAC Academic English

What this module teaches

GAC015 develops critical reading and writing, selection and evaluation of sources, logical arguments, annotated bibliography work, information literacy and an in-depth academic essay. Use the actual teaching-centre brief for assessment requirements, referencing style, length and weighting. This guide does not claim that one piece is the programme's largest assessment or prescribe a fixed paragraph count.

An **annotated bibliography** evaluates sources for a question; an **essay** connects their evidence within an argument. The six accompanying sheets use original fictional reports and cards as classroom practice. Their local analytic points and word targets are not official GAC specifications. Actual research coursework requires genuine in-depth sources that you have retrieved, read, evaluated and referenced accurately. Do not submit these fictional records as real educational, medical, legal or policy evidence.

Issues in education: critical and analytical reading

Critical reading identifies what an author wants the reader to accept and tests the support. **Analytical** reading separates the issue, claim, evidence, reasoning and limitations. An **assumption** is a premise the argument depends on; it may be explicit or unstated. Do not invent an assumption simply to criticise it.

Worked example. Fictional Report E compares thirty optional workshop attendees with thirty non-attendees. Their later means are seven and six out of ten. Earlier scores were not compared, and attendees reported more revision time. The recommendation that compulsory attendance will raise every score depends on unestablished causal and individual-benefit assumptions.

The later mean difference does not show that every attendee improved by one point. Individual before-and-after scores are missing. Voluntary participation and different revision time provide alternative explanations to investigate, not explanations proven by this text. A fair response can acknowledge possible workshop usefulness while rejecting a guaranteed universal effect. Critique the demonstrated inference rather than accuse the author of fabricating scores without evidence.

The accompanying analytical-response task asks for 150–180 words with accurate source labels, evidence limits, a fair counterargument and a proportionate recommendation. These are local practice conditions. Further evaluation can be proposed without being misreported as a completed study.

Issues in medicine: select, evaluate and reference suitable sources

Select a source for the claim it can support, not for an impressive headline. Check its question, measured outcome, participants, method, comparison, limitations and source trail. A **peer-reviewed** publication may provide useful scrutiny, but that label alone does not guarantee relevance, validity or an appropriate conclusion. Use the required kind of source for the particular research question and verify its actual content.

Worked source selection. Fictional Observation O records ten missed appointments out of fifty before reminders and six out of fifty afterwards. Different months and unrecorded group differences prevent isolating a reminder effect. It measures missed attendance, not recovery, safety or treatment quality. Advertisement A asserts improved care without a method. Methods R proposes consistent measurement and a specified comparison; it is guidance, not a completed experiment.

O and R can support a limited attendance-investigation paragraph with their respective roles made clear. A can be discussed as a promotional assertion, not independent proof of care improvement. Four fewer missed records are not four cures. This is academic language practice in a health-service setting, not a clinical review or recommendation.

Keep source details while reading. In actual research, verify author or organisation, title, publication details, date, locator and link against the original source. Follow the required style when information is absent; do not invent it. For the supplied cards, use the honest fictional label and section locator rather than a fabricated journal entry.

Legal issues: build a logical argument from data

An argument connects a conclusion to reasons the reader can check. A **warrant** explains why a fact supports a proposed action. Evidence describing a problem does not automatically show that the writer's preferred solution will work. These invented procedure examples are reasoning practice, not actual law or legal rights.

Worked example. A four-week makerspace log records forty bookings, six unused slots and four equipment conflicts (L, §1). It does not establish ten different affected users, because overlap and identity are unknown. A proposal to confirm bookings may help test whether unneeded time can be released (P, §1), but no trial has occurred.

Address the real objection: some users may not check email daily (S, §1). Do not replace that access concern with “students hate every rule”. Another response route could be investigated, but is not already proven effective or free. A conditional trial argument should state access, conflicts and manageable effort as evaluation criteria and identify what the present sources cannot settle.

The local 160–190 word task develops a thesis, source support, a warrant, a fair objection and a conclusion matching the evidence. Explain why each source bears on the question. Do not invent successful results merely to make the ending sound complete.

Political issues: evaluate sources and synthesise policy reasoning

Different sources may inform different parts of one decision. Keep their populations, methods and outcomes visible instead of merging them into an unsupported total. A preference count can inform a convenience question without settling how much weight to give access needs or staffing resources.

Worked example. Thirty of forty voluntary online respondents prefer digital booking (S, §1). Eight of twenty logged desk visitors request help in one week (L, §1). The samples may overlap, so thirty plus eight is not a known count of distinct people. Neither 75% nor 40% describes all service users. The desk record does not establish that every user lacks digital access.

A planning note adds a staffing-time concern for a telephone route (N, §1), not a cost estimate or proven performance. A reasoned paragraph can propose investigating an online route with accessible assistance, acknowledging that an alternative consumes resources. Record assistance demand and staff effort before treating feasibility as settled.

Synthesis connects these contributions to a conditional recommendation: convenience, access and resources interact. It retains source credit, unknown overlap and a fair resource objection. A voluntary majority does not justify an invented universal approval.

Communications: an annotated bibliography and information literacy

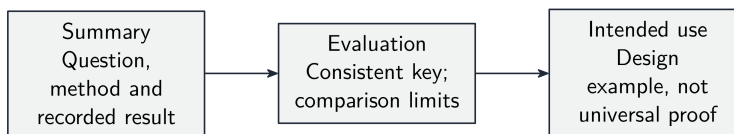
An **annotation** adds a faithful summary, question-specific evaluation and intended use to a reference. It may identify a claim for which a source should not be used. Neither praise nor a fixed number of words establishes a good annotation. Read the relevant complete source and follow the assignment’s actual format.

Worked extended-source example. Fictional Report C contains three sections on an event-notice comparison. Different groups of twelve volunteers view two versions on consecutive days. Eight first-group readers and ten second-group readers answer all four details correctly (§2). Both use the same key, but layout and wording change together; convenience recruitment, different participants and days limit the comparison.

A shared key supports a consistent scoring procedure; it does not establish reliability across repeated studies or a causal effect of layout. Missed details, later retention

and event attendance are unmeasured. The proposed follow-up in§3 is a proposal, not completed research. An annotation can use C as an evaluation-design example while rejecting it as proof that headings alone improve everyone's attendance.

The sheet supplies a complete 120–160 word model using honest fictional label/title/section references. For real coursework, retrieve in-depth appropriate texts, check bibliographic details and locate each finding. Compare sources' contributions and limits for the actual question; do not cite a text you have not read or invent its author or publication.



The future: plan and create an in-depth academic essay

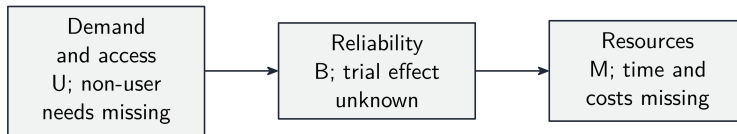
Narrow the question before collecting sources. A **thesis** should answer it with conditions that the evidence can support. An **evidence matrix** can organise themes, source contributions and missing information before paragraphs are written. The plan's length and order follow the argument and actual brief, not a rule that 2,000 words must have six body paragraphs.

Worked evidence matrix. For the fictional shared-equipment question, U records interest from twenty of thirty voluntary current users; B records six double bookings in forty requests; M identifies cleaning, repair and replacement without cost or staffing estimates. Organise these under demand/access, reliability and resources. Missing information includes non-user needs, use frequency, waiting and abandoned attempts, maintenance effort and costs.

Explain the interactions: interest alone does not justify expansion without workable access and maintenance. Fewer visible conflicts could coexist with abandoned attempts. A serious counterargument is that even a trial consumes scarce resources without a proven benefit. A response should state when a limited evaluation is feasible, and when further planning is preferable to immediate action.

The local 650–800 word essay task includes a complete 699-word model, a conditional thesis, connected source reasoning, a fair counterargument, proposed evaluation and honest local source entries. Use the worksheet lines for planning and additional paper for the full essay. The model does not approve a trial or claim measured results; actual research needs genuine sources instead of these cards.

Revise the argument and structure, then review source accuracy, references and language. If a sentence reveals a reasoning problem, return to the argument rather than following an inflexible editing order. Reading aloud can help identify unclear phrasing, but it neither has a guaranteed duration nor replaces source and logic checks. Finish with a conclusion that answers the focused question without new invented evidence.



Vocabulary card meanings

annotated bibliography: A source list in which each item has a short note on its use. Critical reading: Reading in order to judge evidence, assumptions and purpose. Analytical: Breaking a topic into parts and explaining how they relate. peer-reviewed: Checked by other specialists before publication. annotation: A short note added to a text or a source to explain its use. warrant: The reason that links a piece of evidence to the conclusion. evidence matrix: A table that lines claims up with the sources that support them.