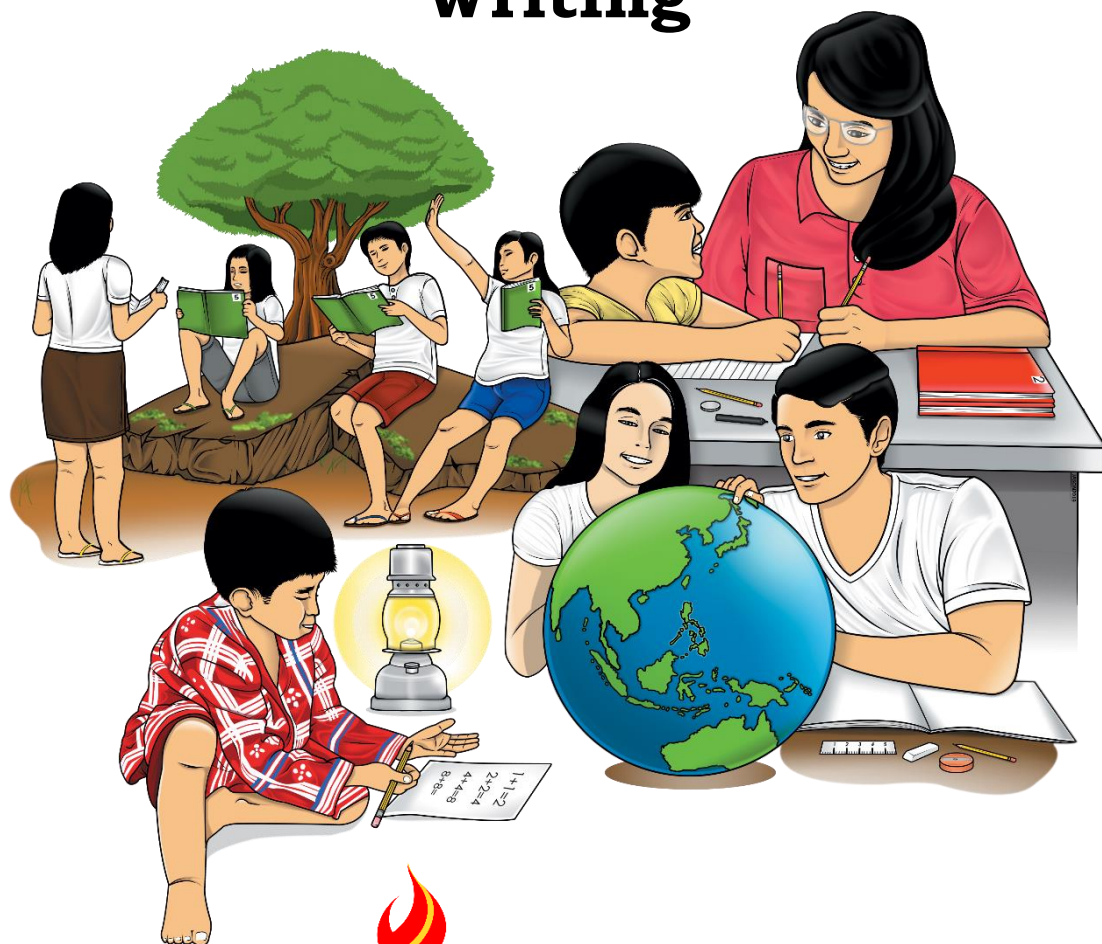


7

English

Quarter 4 – Module 1: The Features of Academic Writing



English – Grade 7
Alternative Delivery Mode
Quarter 4 – Module 1: The Features of Academic Writing
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by Department of Education – SOCCSKSARGEN Region
Office Address: Regional Center, Brgy. Carpenter Hill, City of Koronadal
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English

Quarter 4 – Module 1: The Features of Academic Writing

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you



What I Need to Know

Writing is a form of communication that allows you to put your feelings and ideas on paper, to organize your knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Academic writing specifically becomes more important since it is required of you in various academic subjects from your analysis papers in the languages, to your research reports in the sciences. In improving your academic writing skills, you prepare yourself to hurdle the writing demands of the various subjects, but also the future demands of the world of work.

This module was designed to help you master the features of academic writing. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read them can be changed to correspond with the textbook you are now using.

The module contains only one lesson stated below:

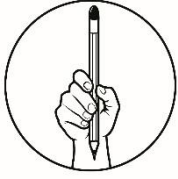
- Lesson – **Distinguish Features of Academic Writing**

In this lesson, you'll congregate communicative competence that is:

Distinguish Features of Academic Writing (EN7WC-I-c-4.2)

After going through this module, you are expected to:

1. define academic writing;
2. distinguish features of academic writing; and
3. show appreciation of the importance of academic writing through writing essays on topics of interest.



What I Know

Let's see what you know about the present topic. Work on Activity 1 and find out your initial knowledge about academic writing.

Activity 1

A. Directions. Read each statement carefully. Write **T** if the statement is **TRUE** and **F** if the statement is **FALSE**. Write your answers in a separate answer sheet.

1. Logical organization, precise word choice, formal tone and evidence-based arguments are important characteristics of academic writing.
2. In academic writing, it is necessary to use clichés and slangs.
3. Academic writing requires precise language that clearly conveys the author's ideas and important concepts.
4. Academic writing is typically written in first person point of view.
5. Proper citation of all the sources and inclusion of bibliographies are required in academic writing.

B. Directions. The statements do require you to draw on your previous knowledge of the different writing activities. Write the corresponding letter of the correct answer in your answer sheet.

1. Which of the following characterizes academic writing?
 - a. It is a method of breaking down different concepts and ideas.
 - b. It is about what you believe and how evidence have influenced that belief.
 - c. Deductive reasoning, formal speech, and third-person point-of-view are all employed.
 - d. All of the above
2. What is the main difference between and normal writing and academic writing?
 - a. Academic writing uses longer words.
 - b. Academic writing is harder to understand.
 - c. Academic writing summarizes the key ideas.
 - d. Academic writing needs to be precise and unbiased.
3. In order to actively participate in academic discussion, you must _____.
 - a. know, accept, and use the terms, values, and rules of academic discussion
 - b. know how to revise terms, values, and rules of academic discussion
 - c. know how to create and use the terms, values, and rules of academic discussion
 - d. All of the above

4. Choose three words to describe academic writing
 - a. talented, stylish, inspiring
 - b. decisive, disruptive, sarcastic
 - c. exact, clear, objective
 - d. subjective, unclear, blurred

5. A good topic sentence should always be _____.
 - a. boring
 - b. detailed
 - c. interesting
 - d. long

For **numbers 6-10**, identify the feature of academic writing described in the given statement. Select only the letter of the correct answer.

6. You should avoid colloquial words and expressions, abbreviations and two-word verbs.
 - a. accuracy
 - b. complexity
 - c. formality
 - d. precision

7. It uses accurate terminologies and requires avoiding the use of inappropriate or wrong words and phrases.
 - a. accuracy
 - b. complexity
 - c. formality
 - d. precision

8. You need to be specific especially in dealing with facts, figures, and dates.
 - a. accuracy
 - b. complexity
 - c. formality
 - d. precision

9. It prohibits the use of personal point of views and biases. It is more concerned with facts and arguments which are based on a thorough examination of the evidence.
 - a. accuracy
 - b. complexity
 - c. formality
 - d. objectivity

10. It is composed of texts which are more difficult to comprehend in terms of subject matter, language, arrangement of words and grammar. It has advanced vocabularies because it requires longer words and more formal terms.
 - a. accuracy
 - b. complexity
 - c. formality
 - d. precision

Lesson

1

Distinguish Features of Academic Writing

Academic writing is used by students like you, as well as teachers and scholars in every field, to communicate concepts, express opinions, and participate in scholarly discussion.

Any formal written work generated in an academic setting that is distinguished by evidence-based claims, precise word use, consistent logical organization, and formal tone and style is referred to as academic writing. It is not difficult and does not require the use of long sentences or a large vocabulary.

In this lesson, you will be able to determine the different features of the academic writing, its examples, characteristics, and methods on how to write academically.



What's In

Do you still remember the previous lesson? Focus on Activity 2 and check how much you have learned from the previous topic.

Directions. Write a question to match the answer. The underlined word is the answer you wish to know.

Example:

They went to a party.

Where did they go?

1. He will buy wine.

2. He has visited Italy.

3. They are students.

4. She can come tomorrow.

5. We should buy tickets.

Congratulations! Last time you learned about how to formulate WH-questions, raise sensible, challenging thought-provoking questions in public forums and panel discussions. Your creative and critical thinking skills were developed especially in formulating questions that require higher-order-thinking skills. With this, you learned how to convey relevant and factual information that may serve as evidence in communicating to educated audience.

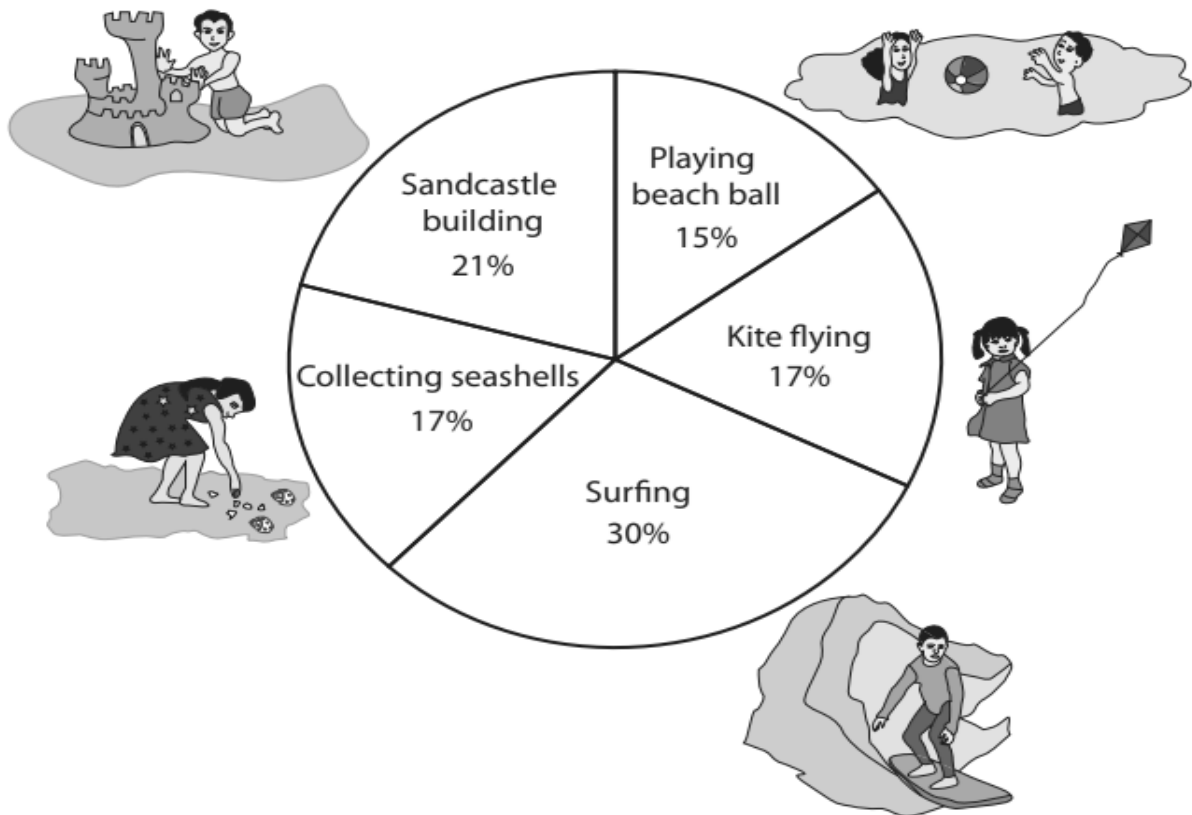
In this lesson, you will learn more about the features of academic writing so that eventually you would be able to write effective paragraphs for academic purposes.



What's New

Activity 2

Directions. The illustration below shows the result of a survey on the favorite beach activities of grade 7 students. Study the graph and formulate three factual statements based on what the picture depicts.



Source: <https://www.mathworksheets4kids.com/pie-graph/percent1.pdf>

Statements of Facts

1. _____
2. _____
3. _____

Congratulations! You formulated statements of facts. Facts are very important in dealing with academic writing because these serve as evidences, which strongly support your claims to make the information more valid and reliable.



What is It

Caulfield (2020) describes academic writing as a formal mode of writing that is intended for an educated audience. It is usually written in the third person objective point of view and makes use of details supported by research, factual experimentation, and strong evidence. Thus, it is not based on the writer's own opinions alone.

It should be clear, concise, focused, structured, and backed up by evidences. Its purpose is to aid the reader's understanding academic papers, critical essays, and research. Academic writing follows the same writing process as other types of texts, but it has specific conventions in terms of content, structure, and style.

Academic Writing is ...

- ✓ Formal and unbiased
- ✓ Clear and precise
- ✓ Focused and well-structured
- ✓ Well-sourced
- ✓ Correct and consistent

Academic Writing is not ...

- ✗ Personal
- ✗ Long-winded
- ✗ Emotive and impressive

Source: Base, Knowledge, and Academic writing. 2020. "What Is Academic Writing? | Dos And Don'ts For Students". Scribbr. <https://www.scribbr.com/category/academic-writing/>



Source: https://www.google.com/search?q=the+features+of+academic+writing&source=lnms&tbm=isch&sa=X&ved=2ahUK EwjQx6vlyZ_tAhXMw4sBHX_gAkWQ_AUoAXoECAkQAw&biw=984&bih=612#imgrc=8LPetbXDq7ExdM

The Features of Academic Writing

1. Complexity

Academic writing tends to be more complicated and has longer words. The texts becomes more difficult to comprehend in terms of subject matter, language, arrangement of words and grammar. The vocabulary used to express high level of complexity is more advanced because it requires more formal words and the phrasing is more noun-based. Longer sentences containing clauses are important, and the passive voice is essential to establish the objective style desired in academic works.

Examples:

1. Filipinos are trained to be courteous from the moment they are born by utilizing these basic catchphrases: po and opo, which are words that end sentences when addressing the elders.
2. Catholicism was introduced to the Philippines during Spanish control, with missionaries establishing churches, schools, hospitals, and universities, displacing the formerly dominant Hindu, Islamic, and Buddhist faiths.

2. Formality

In academic writing, more formal words and phrases are used. The following characteristics contribute to this higher level of formality:

- ✓ a more formal vocabulary choice
- ✓ correct use of grammar
- ✓ accurate use of vocabulary
- ✓ a more objective style

In general, this means **you should avoid** the following in your writings:

- colloquial words and expressions: " same here", " no worries", " gonna", "cheesy"
- abbreviated forms: "wouldn't", "don't", "can't", "won't"
- two-word verbs: "hand in", "break up", "fill out", "keep off"

Colloquial Words and Expressions:

Informal: My cousin invited me to eat a lot during our recess.

Formal: My cousin invited me to eat excessive amount of food during our recess.

Informal: We considered that performance to be an epic fail.

Formal: We considered that performance to be a complete failure.

Abbreviations:

Informal: Filipinos don't forget to have fun together with their relatives and friends.

Formal: Filipinos do not forget to have fun together with their relatives and friends.

Informal: Majority of car accidents occur because of drivers who aren't paying attention.

Formal: Majority of car accidents occur because of drivers who are not paying attention.

Two-word Verbs:

Informal: The police officers told the protesters to back off.

Formal: The police officers told the protesters to retreat.

Informal: I gave up doing unnecessary things which wasted my time.

Formal: I stopped doing unnecessary things which wasted my time.

3. Accuracy

It is necessary to use accurate terminologies in academic writing. You will be using a lot of technical language, so make sure you are not using the improper words and phrases.

You must carefully select the correct word. Here are some examples:

"assembly", "conference", "gathering" or "meeting"

The barangay captain called for a general assembly.

The PNP Chief called for a conference.

We had a simple gathering together with my high school friends.

The teachers had a short meeting in the office.

"capital", "cash", "currency", "funds" or "money"

I have sufficient capital to put up a business.

I paid the groceries in cash.

A new currency has been introduced in the foreign exchange market.

We diverted funds from armaments to education.

That boy had taken my money from my drawer.

4. Objectivity

Being objective means that you are concerned with facts rather than personal feelings or biases. Being fair in your work is a part of being objective. Avoid making value judgments by using terms like amazing or horrible to describe both sides of an argument. Being objective also improves the professionalism and credibility of your work.

Always remember that:

- ✓ Clear and evidence-based information should be the focus of your presentation.
- ✓ Your position should be based on a thorough examination of the evidence.

In general, you must avoid using terms like "I," "me," and "myself"

Any concept that is not cited would be assumed to be your own by the reader. As a result, it is useless to state this clearly.

Don't write: "In my opinion, this would be a very interesting topic."

Write: "This would be a very interesting topic."

Don't write: "I believe money and other tangible incentives have a limited impact."

Write: "Clearly, money and other tangible incentives have a limited impact."

- When addressing the reader or people in general, **avoid** using the word "**you**."

Don't write: "You can easily forget how different things were 30 years ago."

Write: "It is easy to forget how different things were 30 years ago."

5. Precision

In academic writing, you need to be specific especially in dealing with facts, figures, and dates. Inappropriate word combinations, such as "someone said" or "a lot of people," are not acceptable academic writing expressions. 75 thousand, 90%, 2,015 miles, September 11, 2013 – these are the data that are more appropriate for academic content.

Don't write: There were many people died in an ambush.

Write: There were 15 people died in an ambush.

Don't write: Pope John Paul II visited the Philippines sometime in 1995.

Write: Pope John Paul II visited the Philippines on January 12, 1995.

Different types of academic writing include:

- a. abstract
- b. academic journal article
- c. book report
- d. dissertation
- e. essay
- f. research paper/summaries
- g. textbook
- h. thesis

Here is an example of an abstract made by Mary E. Jones of 123 Main St., Hometown Middle School about her study entitled, "Do Vitamin A Tablets Affect Plants." An abstract presents a short summary of the research paper. It is usually about a paragraph long and it provides the gist or essence of the paper or article. Read carefully the abstract and study the embedded features of academic writing. Observe the underlined features of the academic text and study the explanation that follows.

Do Vitamin A Tablets Affect Plants

*The purpose of this project (**Accuracy**) was to determine if Vitamin A tablet have any effect on tomato plants. A total of twelve Rutgers tomato plants each two inches (**Precision**) tall were planted in identical individual plastic pots using two cups (**Precision**) of potting soil. Each plant received the same amount of water and sunlight during the three week experiment.*

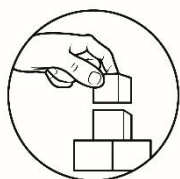
*The twelve plants (**Precision**) were divided into four groups (**Precision**) of three plants each. One vitamin A tablet was added to each of the three plants in the first group by burying the tablet one inch from the stem and one inch deep while two vitamin A tablets were added to the second group of three plants in a similar manner. (**Complexity**) The third group of three plants had three tablets planted in the soil. The fourth group of three plants had no vitamin A tablets added to the soil and served as the control group. The height of each plant was measured and recorded at the start of the experiment and every 7 days thereafter. At the end of the experiment (21 days) the stems were cut across at a height of 3 inches. Experimental groups showed less development and slower growth rates than plants in the control group. (**Objectivity**) The data was analyzed and the conclusion was drawn that giving vitamin A tablets to tomato plants did not (**formality**) improve growth as each of the three experimental*

groups failed to produce plants that were taller or had thicker stems than those in the control group.

Source: https://www.npsri.net/site/handlers/filedownload.ashx?moduleinstanceid=3422&dtaid=5973&FileName=abstract_examples.pdf

Explanation:

1. **project** (Accuracy) – There are many terms related to the word “project” such as study, program, task, plan, undertaking and activity but the word “project” is the most accurate term to be used.
2. **two inches** (Precision) – The number of inch was specified.
3. **two cups** (Precision) – The number of cup was detailed.
4. **twelve plants** (Precision) – The number of plant was identified.
5. **four groups** (Precision) – The number of group was exactly stated.
6. **One vitamin A tablet was added to each of the three plants in the first group by burying the tablet one inch from the stem and one inch deep while two vitamin A tablets were added to the second group of three plants in a similar manner.** (Complexity) – The sentence is composed of both independent and subordinate clauses.
7. **Experimental groups showed less development and slower growth rates than plants in the control group.** (Objectivity) – This idea is objective because it was based on the findings of the study and not from the personal opinion of someone.
8. **did not** (formality) – This is a formal term for didn't.



What's More

Let us see how far you have understood the features of academic writing.

Activity 3

A. Directions. Identify which sentence applies correct feature of academic writing. Write the letter of your choice in a separate sheet of paper.

- _____ 1. Which sentence possesses complexity?
 - A. When it was promised that things would change in this way, the people in the community rejoiced.
 - B. The people in the community greeted the promised change with enthusiasm.
- _____ 2. Which sentence observes formality?
 - A. The stranger doesn't know how to drive a fire truck.
 - B. The stranger does not know how to drive a fire truck.
- _____ 3. Which sentence is accurate?
 - A. That was the best practice in an ancient Greece.
 - B. That was the best practice in an obsolete Greece.

- _____ 4. Which sentence observes objectivity?
- A. Old people must be supported by the government.
 - B. In my own point of view, old people must be supported by the government.
- _____ 5. Which sentence is precise?
- A. There were many American teachers known as Thomasites who visited the Philippines.
 - B. There were 240 American teachers known as Thomasites who visited the Philippines.

B. Directions. Here is an example of a research summary written by J.P. Meyer and R.D. Goffin in 1989 in their *Journal of Applied Psychology*. It is about Organizational Commitment and Job Performance: It's the Nature of the Commitment that Counts. Identify what feature of academic writing is shown by the underlined words/sentences.

Organizational Commitment and Job Performance: It's the Nature of the Commitment that Counts

(1) The authors in this study assessed the relationship between job performance in first-level managers as rated by their supervisors and their affective commitment, continuance commitment, and job satisfaction. Affective commitment is defined as an emotional attachment to the organization (Meyer & Goffin, 1989). Alternatively, continuance commitment is based on the costs that employees associate with leaving the organization. Job performance was (2) assessed according to (3) 3 dimensions which are (a) composite performance, according to an average on (4) 6 specific activities, (b) overall performance, based on a subjective rating given by the immediate supervisor, and (c) promotability. The participants were (5) 23 district managers and (6) 65 unit managers from a large food service organization. Crews in the organization (7) were not included in this study. (8) The researchers found that affective commitment was positively related to overall performance and promotability. The correlations between continuance commitment and all (9) 3 performance dimensions were negative and significant. (10) It was revealed from this article and these findings that supervisor ratings of performance and promotability increase as the employees' affective commitment increases; on the other hand, supervisor ratings of performance and promotability decrease as continuance commitment increases.

Source: Meyer, J. P., & Goffin, R. D. (1989). Organizational commitment and job performance: It's the nature of the commitment that counts. *Journal of Applied Psychology*, 74, 152-156



What I Have Learned

Activity 4

A. Directions: Fill in the blanks with the appropriate word that best completes the statement.

1. A formal mode of writing intended for an educated audience is called _____.
2. Academic writing is generally written in _____ person.
3. Academic writing should be clear, concise, focused, structured and backed up by _____.
4. Academic writing is relatively formal. This means that you should avoid _____ words and expressions.
5. Written language is in general objective rather than _____.

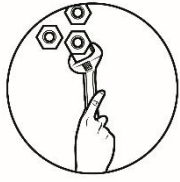
B. Directions: Match column A with Column B. Column A consists of the descriptions of the features of academic writing while column B contains the features of academic writing. Write the letter of your choice on the separate sheet.

A

- _____ 1. Preciseness especially in dealing with facts, figures, and dates is needed in this feature of academic writing.
- _____ 2. This prohibits the use of colloquial words and expressions, abbreviations and two-word verbs.
- _____ 3. It uses accurate terminologies. It avoids the use of inappropriate or improper words and phrases.
- _____ 4. It contains texts which are difficult to comprehend in terms of subject matter, arrangement of the words, language and grammar.
- _____ 5. It prohibits the use of personal point of views and biases. It is more concerned with facts and arguments which are based on a thorough examination of the evidence.

B

- A. Accuracy
- B. Complexity
- C. Formality
- D. Precision
- E. Objectivity
- F. Responsibility



What I Can Do

Activity 5

Directions: Exhibit your understanding of the features of academic writing by writing a 3-paragraph essay on **one** of the following topics. Do not forget to apply the writing techniques that you have learned in this module. A writing rubric is provided to guide you in preparing your essay. Write your output on a separate sheet of paper.

1. Children should be supervised when using the Internet.
2. Learning online is just as good as learning in a traditional classroom.
3. Social Media's Role during the Quarantine Period
4. Parents should restrict their children's media exposure.
5. Picnicking is a perfect way for families to spend time together.

Rubrics in Writing an Essay following the Features of Academic Writing

Criteria	Not Proficient (2 points)	Nearing Proficiency (4 points)	Proficient (5 points)
Organization	There is no evident structure.	The information structure is evident, but it is not well structured.	Throughout the essay, the student structured the details well.
Information given about topic	The student did not provide enough information about the subject. There was little detail in each section, or they provided information overload by copying paragraphs that included words they didn't understand and were uninteresting to the reader.	In each paragraph, the student provided an average amount of information.	Student provided sufficient information without going overboard with paragraphs of information that were not restated in their own terms.
Application of Features of the Academic Writing	The students did not pay attention to how academic writing features were used. More than 10 errors (informal statements) have been identified.	The students seldom observed the use of features of the academic writing. There are more than 4-10 errors (informal statements) spotted.	The students always observed the use of features of the academic writing. Less than 3 errors (informal statements) spotted.
Bibliography	Student did not provide bibliography.	Name and topic were not clearly written.	Name and topic were both clearly written.

Source: "Rubric: Survival Guide: Group Video Presentation Rubric - K36W84: Rcampus". 2020. Rcampus.Com



Assessment

A. Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following is a form of communication that helps you to write down your thoughts and emotions, organize your knowledge and opinions into persuasive arguments, and express meaning through well-written text.
 - a. speaking
 - b. viewing
 - c. writing
 - d. listening

2. The following are the important aspects that you must consider in writing **EXCEPT**
 - a. spelling
 - b. design
 - c. vocabulary
 - d. grammar

3. Academic writing should be clear, concise, focused, structured and backed up by _____.
 - a. evidence
 - b. long text
 - c. personal comments
 - d. more examples

4. Which of the following reasons why students, teachers and researchers in every discipline use academic writing?
 - a. to convey ideas
 - b. amuse the audience
 - c. make impressive arguments
 - d. engage in an entertaining conversation

5. Academic writing is any structured written work developed in an academic setting that meets the following criteria: **EXCEPT**
 - a. arguments based on evidence
 - b. precise word choice
 - c. clear logical organization
 - d. informal style and tone

6. Generally, academic writing uses _____ person point of view.
 - a. first
 - b. second
 - c. third
 - d. neutral

7. Academic writing is _____.
 - a. long-winded
 - b. well-structured
 - c. impressive
 - d. personal

8. The following are the features of academic writing **EXCEPT**
 - a. formality
 - b. complexity
 - c. objectivity
 - d. subjectivity

9. Academic writing is relatively formal. In general, this means that in an essay you should avoid _____.
 - a. colloquial words
 - b. passive sentences
 - c. subordinate clauses
 - d. noun-based phrases

10. In academic writing, which of the following should be avoided?
 - a. formal language
 - b. abbreviations
 - c. proper choice of words
 - d. well-structured sentences

B. Directions: Read each statement carefully and transform the underlined words to its formal language. Write the answer in the answer sheet provided for you.

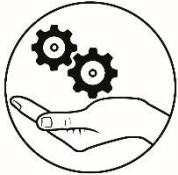
1. These exercises can easily be incorporated into an exercise routine, with each exercise done again a number of times.
 - a. repeated
 - b. frequent
 - c. many
 - d. numerous

2. The total of outstanding balances went up and down quite violently.
 - a. collapsed
 - b. fluctuated
 - c. changed
 - d. transformed

3. "You said that the possible solution to that problem is to return all the properties.
 - a. I
 - b. Myself
 - c. They
 - d. We

4. On September 11, 2001, the militants attacked that place.
 - a. mall
 - b. market
 - c. World Trade Center
 - d. park

5. The manager never thought that his wife would make his life _____.
- depressed
 - melancholy
 - miserable
 - sad



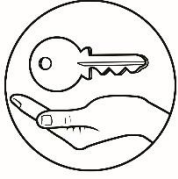
Additional Activities

Congratulations 21st Century learner! For your additional activity, look for any published essay, research, reaction paper, journal, book review, synthesis, or review of literature and evaluate/critique it as to whether or not the material followed/observed the features of academic writing. Write your observations on a separate sheet. Use the rating rubric below to evaluate your chosen material.

Rubrics in Evaluating an Academic Writing

Criteria	Not Proficient (2 point)	Nearing Proficiency (3 points)	Proficient (4 points)
Organization	There is no evident structure.	The information structure is evident, but it is not well structured.	Throughout the essay, the writer structured the details well.
Information given about topic	A writer failed to provide sufficient details on the topic. There was little description in each section, or he/she provided information overload by copying paragraphs that included vocabulary he/she didn't even know and was uninteresting to the reader.	In each paragraph, the writer provided an average amount of data.	A writer provided sufficient details without going overboard with paragraphs of data that were not rephrased in his or her own terms.
Application of Features of the Academic Writing	A writer failed to adequately observe the use of academic writing functionality. More than 10 errors (informal statements) have been identified.	The use of academic writing features is rarely observed by a writer. More than 4-10 errors (informal statements) have been discovered.	The use of academic writing features was often noticed by the researcher. There were less than 3 errors (informal statements) found.
Bibliography	A writer did not provide bibliography.	Name and topic were not clearly written.	Name and topic were both clearly written.

Source: "Rubric: Survival Guide: Group Video Presentation Rubric - K36W84: Rcampus". 2020. Rcampus.Com.



Answer Key

What I Know
Activity 1 (Pre-test)
 Part I: T or F
 1. T
 2. F
 3. T
 4. F
 5. T
 Part II:
 1. D
 2. D
 3. D
 4. C
 5. C
 6. C
 7. A
 8. D
 9. D
 10. B

What I Know
Activity 1 (Pre-test)
 Part I: T or F
 1. T
 2. F
 3. T
 4. F
 5. T
 Part II:
 1. D
 2. D
 3. D
 4. C
 5. C
 6. C
 7. A
 8. D
 9. D
 10. B

What's In
 1. What will he buy?
 2. Where has he visited?
 3. Who are they?
 4. When can she come?
 5. What should we buy?

What's New
Activity 2 Answers may vary
What's More
Activity 3
 A.
 1. A
 2. B
 3. A
 4. A
 5. B

Assessment
 1. C
 2. B
 3. A
 4. A
 5. D
 6. C
 7. B
 8. D
 9. A
 10. B

What I have Learned
Activity 4
 1. Academic Writing
 2. Third
 3. Evidence
 4. Colloquial
 5. Personal
 6. D
 7. C
 8. A
 9. B
 10. E

What's I Can Do
Activity 5 Answers may vary
 1. C
 2. B
 3. A
 4. A
 5. D
 6. C
 7. B
 8. D
 9. A
 10. B

What I Know
Activity 1 (Pre-test)
 Part I: T or F
 1. T
 2. F
 3. T
 4. F
 5. T
 Part II:
 1. D
 2. D
 3. D
 4. C
 5. C
 6. C
 7. A
 8. D
 9. D
 10. B

What's In
 1. What will he buy?
 2. Where has he visited?
 3. Who are they?
 4. When can she come?
 5. What should we buy?

What's New
Activity 2 Answers may vary
What's More
Activity 3
 A.
 1. A
 2. B
 3. A
 4. A
 5. B

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