

PROOFREADING: ENGLISH FOR ACADEMIC WRITING



HANIZA NORLIN MD. YUSOF

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FOREWORD

Proofreading, the process of reviewing written work for errors and inconsistencies, is an essential component of academic writing that can significantly improve the quality of a piece of writing. The process of proofreading involves checking the writing for spelling, grammar, punctuation, and formatting errors, among other things. This e-book will explore the elements of proofreading for academic essays, including writing conventions, mechanics, and skills.

WRITER BIOGRAPHY



Haniza Norlin Md. Yusof has been teaching English since 1995. A highly enthusiastic senior lecturer and is passionate in educational technology, blended online learning and curriculum design.

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First and foremost, praises and thanks to the Al-Mighty, for His blessings throughout the completion of this e-book.

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INTRODUCTION

Effective written communication is a critical aspect of academic success. In academic writing, conveying complex ideas and arguments in a clear, concise, and error-free manner is essential to achieving a high level of scholarship. Proofreading, the process of reviewing written work for errors and inconsistencies, is an essential component of academic writing that can significantly improve the quality of a piece of writing.

Proofreading is an essential component of academic writing that ensures that the writing is error-free and presents a professional image. Proofreading is more than just checking for spelling and grammar errors; it involves a thorough review of a written work to ensure that it is well-organized, coherent, and effective in conveying the intended message.

In academic writing, proofreading can make the difference between a successful paper that is highly regarded by peers and a flawed one that does not achieve its intended purpose.

The process of proofreading is therefore essential to ensure that the written work is of high quality and free of errors.

The process of proofreading involves checking the writing for spelling, grammar, punctuation, and formatting errors, among other things. This e-book will explore the elements of proofreading for academic essays, including writing conventions, mechanics, and skills.

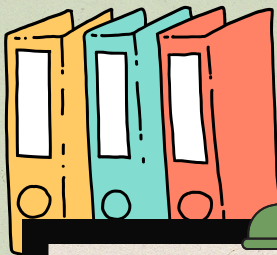
Writing conventions refer to the standardized rules of language use in writing and when proofreading an academic essay, it is essential to understand and apply these conventions to ensure the clarity and coherence of your writing.

Grammar and spelling errors are also common, and they can detract from the quality of your work. Proofreading can help catch these errors and ensure that your work is free from mistakes. Additionally, paying attention to subject-verb agreement and consistent tense usage can enhance the coherence and professionalism of your writing.

Ultimately, the goal of this e-book is to provide readers with a comprehensive understanding of the elements of proofreading for academic writing. By developing a strong set of proofreading skills, academic writers can ensure that their work is effective, well-written, and highly regarded by their peers.

PROOFREADING ELEMENTS

WRITING MECHANICS

**1**

- Spelling
- Grammar
- Punctuation
- Capitalization

WRITING CONVENTIONS

2

- Sentence Structure
- Language
- Evidence

WRITING SKILLS

**3**

- Coherence
- Vocabulary
- Critical thinking



WRITING MECHANICS



1.0 WRITING MECHANICS

Writing mechanics refer to the fundamental aspects of writing, such as spelling, punctuation, grammar, and syntax. These elements are crucial in academic writing because they affect how the reader interprets and understands the text. Here are the reasons why writing mechanics are so important in academic essays:

1. **Clarity:** Writing mechanics help writers convey their ideas clearly and precisely. Good writing mechanics ensure that the text is easily understood by the reader.
2. **Professionalism:** Writing mechanics are essential in academic writing because they create a professional tone. Good writing mechanics show the reader that the writer is knowledgeable and serious about their work.
3. **Credibility:** Good writing mechanics establish credibility. Proper grammar, punctuation, and spelling show that the writer has taken care to present their ideas clearly and correctly.

4. **Consistency:** Consistency in writing mechanics makes the text more readable. When the text follows standard rules of grammar, spelling, and punctuation, it is easier for the reader to follow and understand.
5. **Accessibility:** Writing mechanics ensure that the text is accessible to a wide audience. Proper grammar, spelling, and punctuation make the text easier to understand for non-native speakers and those with reading difficulties.
6. **Effectiveness:** Good writing mechanics help writers communicate their ideas effectively. Proper grammar, spelling, and punctuation make the text more persuasive and engaging.
7. **Precision:** Writing mechanics ensure that the text is precise. Proper grammar and syntax help writers convey their ideas accurately, which is especially important in technical or scientific writing.
8. **Organization:** Writing mechanics help writers organize their ideas. Proper use of punctuation and syntax helps writers structure their sentences and paragraphs in a way that is easy to follow.
9. **Comprehension:** Writing mechanics help readers comprehend the text. Proper use of grammar, spelling, and punctuation makes it easier for readers to understand the writer's ideas.

10. Professional Development: Good writing mechanics are essential for academic and professional development. They are skills that will be useful throughout a writer's academic and professional career.
11. Avoidance of Miscommunication: Good writing mechanics help writers avoid miscommunication. Incorrect grammar, punctuation, or spelling can create confusion and lead to misinterpretation of the writer's message.
12. Attention to Detail: Paying attention to writing mechanics shows attention to detail, which is an important characteristic of a good academic writer. This attention to detail can help writers identify errors and inconsistencies in their work, leading to improved writing.
13. Adherence to Guidelines: Many academic essays have specific guidelines and requirements for writing mechanics. Adhering to these guidelines shows that the writer has taken the time to understand the requirements and is able to follow instructions, which is an important skill in academic writing.

In conclusion, writing mechanics are a critical component of academic writing. Good writing mechanics help writers communicate their ideas accurately and persuasively, and they are essential skills for academic and professional success.

1.1 SPELLING GUIDELINES

In order to convey ideas clearly and precisely, it is important for writers to spell words correctly. Here are some spelling guidelines to keep in mind when writing academic essays.



- **Use correct spellings of technical terms:** When writing about technical topics, it is important to use the correct spellings of technical terms. For example, in writing about green campus, it is important to spell "photovoltaic" correctly, as it is a commonly used technical term in the field.
- **Use standard spelling rules:** It is important to follow standard spelling rules when writing academic essays. For example, words with prefixes such as "re-" or "un-" should be spelled with a hyphen, such as "re-engineer" or without a hyphen, such as "unconventional". It is also important to use the correct form of a word, such as "affect" or "effect".
- **Watch for homophones:** Homophones are words that sound the same but are spelled differently and have different meanings, such as "compliment" and "complement". It is important to check for homophones when proofreading an academic essay to ensure that the correct word has been used.
- **Check for commonly misspelled words:** There are some words that are commonly misspelled, such as "accommodation" or "occurrence". It is important to double-check the spelling of these words when writing an academic essay to ensure that they are spelled correctly.

- **Check for spelling variations:** Some words have multiple spellings depending on the context or location, such as "color" and "colour". It is important to be consistent in spelling throughout an academic essay.
- **Check for spelling errors caused by autocorrect:** Autocorrect can sometimes change words to incorrect spellings. It is important to proofread an academic essay carefully to catch any spelling errors that may have been caused by autocorrect.
- **Use the correct spelling of proper nouns:** Proper nouns, such as the names of organizations or people, should be spelled correctly. For example, in writing about green campus, it is important to spell the name of the university or college correctly.
- **Use the correct spelling of abbreviations:** Abbreviations should be spelled correctly and consistently throughout an academic essay. For example, in writing about logistics, the abbreviation "LTL" (less-than-truckload) should be spelled correctly and consistently.

- **Use the correct spelling of acronyms:** Acronyms should be spelled correctly and consistently throughout an academic essay. For example, in writing about green campus, the acronym "LEED" (Leadership in Energy and Environmental Design) should be spelled correctly and consistently.
- **Check for errors in compound words:** Compound words, such as "greenhouse" or "wastewater", should be spelled correctly. It is important to double-check the spelling of compound words to ensure that they are spelled correctly and consistently throughout an academic essay.
- **Use the correct spelling of words with multiple meanings:** Some words have multiple meanings and can be spelled differently depending on the meaning. For example, "lead" can be spelled as "lead" or "led" depending on the tense of the verb, and "read" can be spelled as "read" or "red" depending on the tense and context. It is important to use the correct spelling of these words to avoid confusion.



TEST YOUR UNDERSTANDING

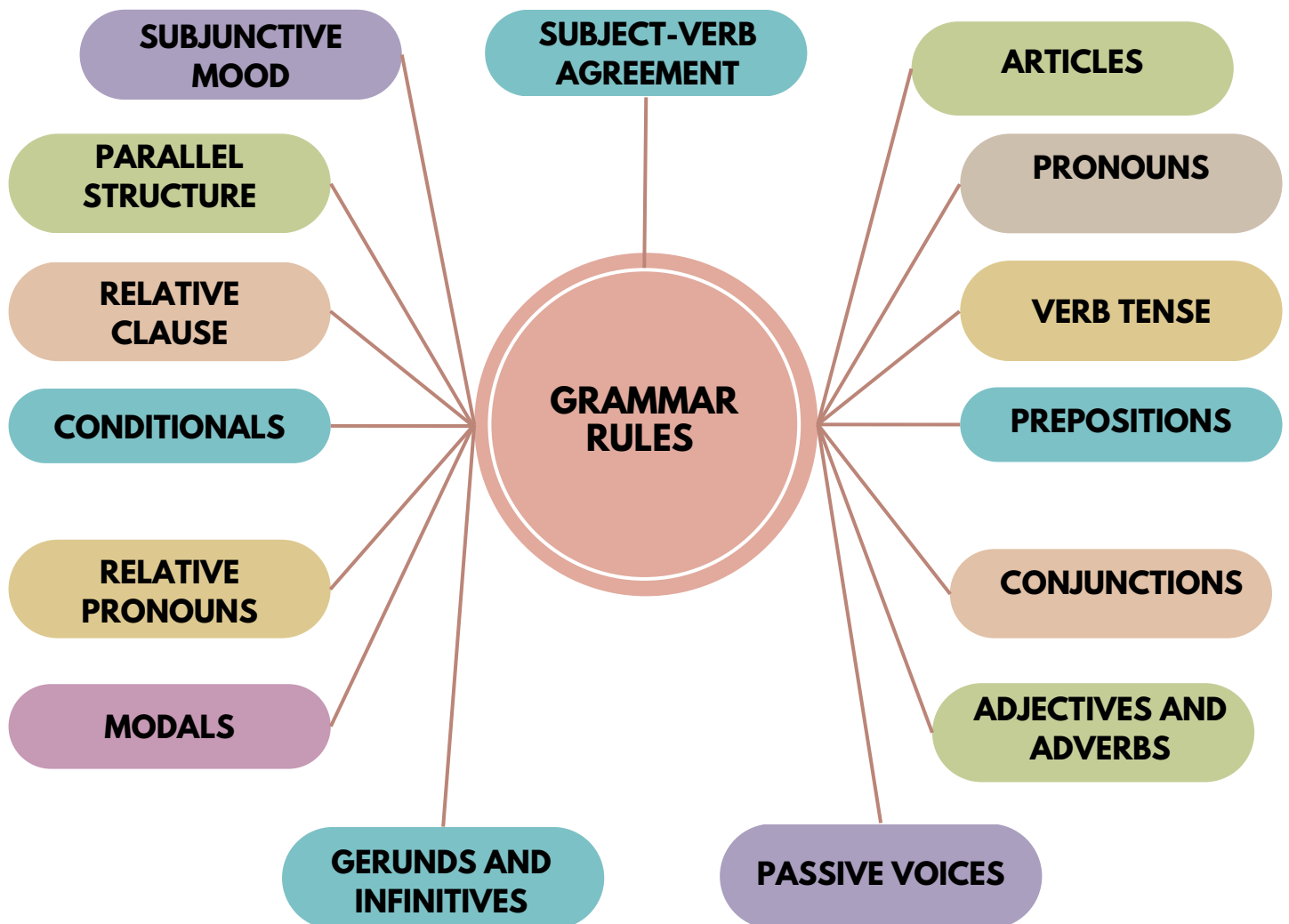


1. Which of the following is the correct spelling of the plural form of "thesis"?
 a. thesises b. thesies c. theses
2. Which of the following is the correct spelling of the verb meaning "to indicate the source of a quotation or idea"?
 a. cite b. sight c. cyte
3. Which of the following homophones means "a formal document outlining the rules and regulations of a college"?
 a. bylaws b. bi-law c. buy-law
4. Which of the following homophones means "to reduce the amount of waste produced by a college"?
 a. lessen b. lesson c. lessson
5. Which of the following is the correct spelling of the word meaning "a person who is learning a trade or profession from a skilled employer"?
 a. apprentice b. apprentice c. appprentice
6. Which of the following is the correct spelling of the word meaning "to give up or relinquish something"?
 a. forfiet b. forfeight c. forfeit

Answer: 1.c 2.a 3.a 4.a 5.b 6.c

At its core, academic writing is about communicating ideas and information. Proper grammar usage helps to convey meaning accurately and effectively. Here are the grammar rules to follow when writing academic essays.

1.2 GRAMMAR RULES



- **Subject-verb agreement:** Ensure that the subject and verb in a sentence agree in number. For example, "Lean management practices reduce waste in the supply chain" (using "reduce" with "practices" to show agreement).
- **Proper use of articles:** Use "a" or "an" for singular countable nouns and "the" for specific or definite nouns. For example, "A lean supply chain can reduce costs" (using "a" for the general idea of a lean supply chain) vs. "The lean supply chain of Company X has reduced costs by 30%" (using "the" to refer to a specific supply chain).
- **Proper use of pronouns:** Pronouns should agree in number and gender with their antecedents. For example, "The green campus is proud of its sustainability efforts" (singular antecedent "campus", singular pronoun "its") vs. "The green campuses are proud of their sustainability efforts" (plural antecedent "campuses", plural pronoun "their").
- **Proper use of verb tense:** Use the correct verb tense to indicate when an action occurred. For example, "The green campus was built in 2010" (past tense) vs. "The green campus is being built" (present continuous tense).

- **Proper use of prepositions:** Use the correct prepositions to indicate location, time, or direction. For example, "The green campus is located in the suburbs" (indicating location) vs. "The green campus was built in 2010" (indicating time).
- **Proper use of conjunctions:** Use conjunctions to link ideas or clauses together. For example, "The green campus uses renewable energy, and it has reduced its carbon footprint" (using "and" to link two clauses).
- **Proper use of adjectives and adverbs:** Use adjectives to modify nouns and adverbs to modify verbs, adjectives, or other adverbs. For example, "The green campus is a beautiful, sustainable place" (using adjectives to modify "place") vs. "The green campus operates sustainably and efficiently" (using adverbs to modify "operates").
- **Use of the passive voice:** Use the passive voice to focus on the action rather than the person or thing performing the action. For example, "The green campus was designed to be energy efficient" (using the passive voice to focus on the action of designing).

- **Proper use of gerunds and infinitives:** Use gerunds which is (verb + -ing) to show ongoing or continuous action, and use infinitives (to + verb) to show future or potential action. For example, "The green campus is committed to reducing waste" (using infinitive "to reduce" to show potential action) vs. "The green campus is currently reducing waste by composting" (using gerund "reducing" to show ongoing action).
- **Proper use of modals:** Use modal verbs to express possibility, permission, ability, or obligation. For example, "The green campus can reduce its carbon footprint by using renewable energy" (using "can" to express ability) vs. "The green campus must reduce its carbon footprint to meet sustainability goals" (using "must" to express obligation).
- **Use of relative pronouns:** Use relative pronouns to link two sentences or provide additional information about a noun or pronoun. For example, "The supplier that offers the lowest prices is not always the most reliable" (using "that" to link the two sentences and provide additional information about the supplier).
- **Proper use of conditionals:** Use conditional statements to show hypothetical situations or outcomes. For example, "If the green campus invests in solar panels, it could become completely energy self-sufficient" (using first conditional to show a hypothetical outcome).

- **Proper use of relative clauses:** Use relative clauses to provide additional information about a noun or pronoun. For example, "The green campus, which was built with sustainable materials, has won awards for its design" (using a relative clause to provide additional information about the campus).
- **Use of parallel structure:** Use parallel structure to show that ideas are related or of equal importance. For example, "The green campus is committed to reducing waste, recycling, and using renewable energy" (using parallel structure to list three related actions).
- **Proper use of subjunctive mood:** Use the subjunctive mood to express hypothetical or unlikely situations. For example, "If the green campus were to receive additional funding, it could expand its sustainability programs" (using the subjunctive to express a hypothetical situation).



TEST YOUR UNDERSTANDING



1. Which sentence demonstrates correct subject-verb agreement?
 - a. Biomass energy are produced by burning organic matter.
 - b. Biomass energy is produced by burning organic matter.
 - c. Biomass energy have produced by burning organic matter.

2. Which sentence has the correct parallel structure?
 - a. Hybrid cars are both environmentally friendly and saves money on gas.
 - b. Hybrid cars are both environmentally friendly and saving money on gas.
 - c. Hybrid cars are both environmentally friendly and save money on gas.

3. Which of the following sentences uses a defining relative clause?
 - a. The recycling bin, which is located in the courtyard, is for plastic bottles.
 - b. The professor, who teaches the renewable energy course is highly respected.
 - c. The greenhouse, whose temperature is controlled automatically, is used for plant.

4. If a manufacturing process..... streamlined, the production will increase in efficiency.

a. is	b. was	c. are	d. were
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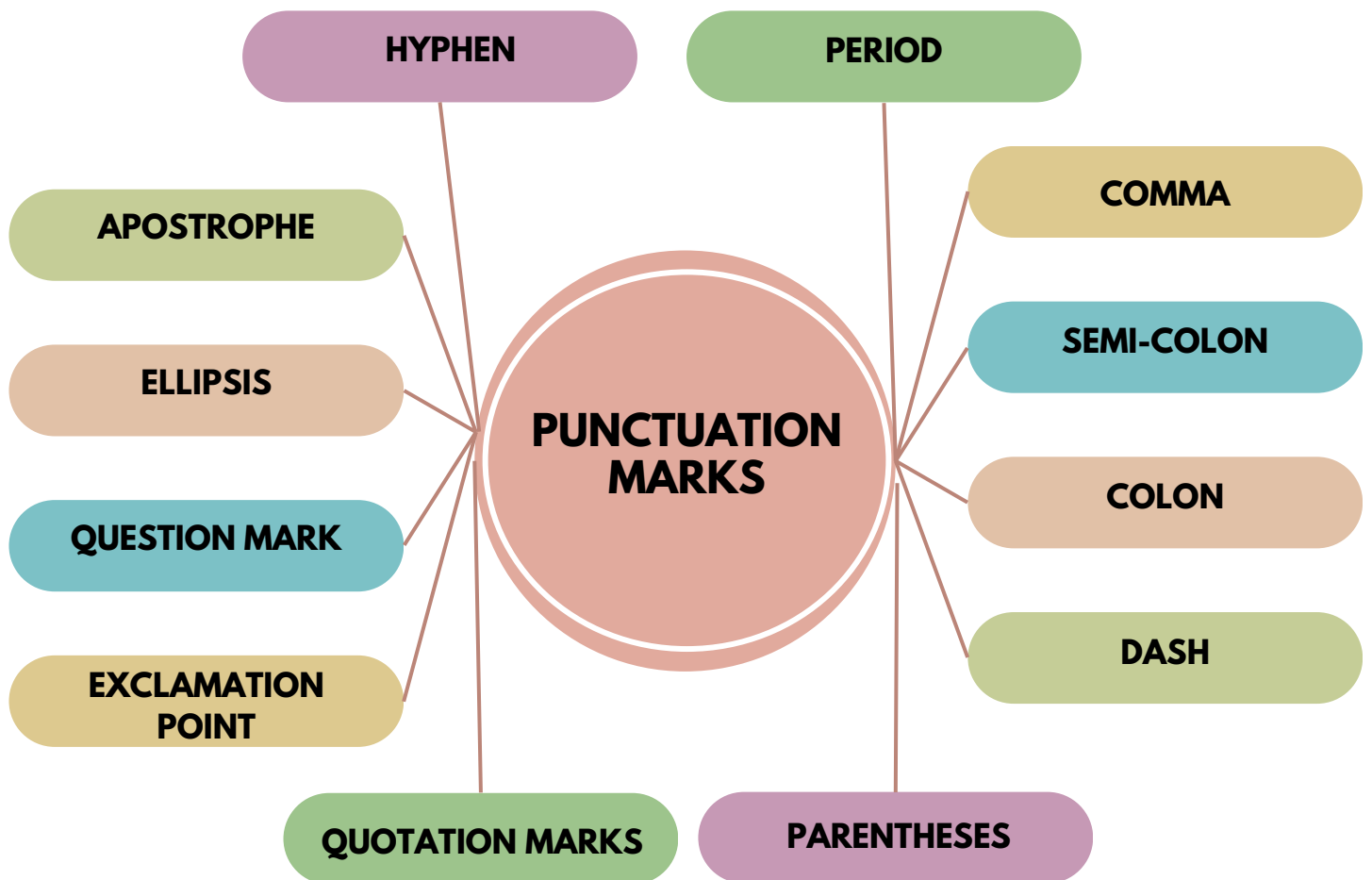
5. _____ is important in lean manufacturing to identify and eliminate non-value adding activities.

a. Streamline	b. Streamlining	c. Streamlines
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Answer: 1.b 2.c 3.a & b 4.a 5.b

1.3 PUNCTUATION MARKS RULES

Punctuation marks are used to clarify meaning, indicate pauses or emphasis, and organize the structure of written text. Here are some common punctuation marks and their uses in academic writing



1. FULL STOP OR PERIOD (.)

- Use a period at the end of a declarative sentence: *A sustainable lifestyle is one that reduces our impact on the environment.*
- Use a period at the end of an imperative sentence: *Choose products with minimal packaging to reduce waste.*
- Use a period at the end of an exclamatory sentence: *What a great way to reduce your carbon footprint!*
- Use a period to abbreviate a word: *The U.S. government has invested heavily in green tech.*
- Use a period to separate initials in a name: *J. K. Rowling is an advocate for sustainable living.*
- Use a period to separate the parts of a web address: *Visit www.sustainableliving.com for tips on reducing your environmental impact.*
- To end a title: *The Future of Green Technology.*
- Use a period to indicate decimal points: Decimals are used to express parts of a whole number. Example: *The temperature outside is 22.5 degrees Celsius*
- To separate items in a bibliography: A period is used to separate the author's name from the title of a book or article in a bibliography. Example: *Smith, J. (2001). The Evolution of Species.*
- To indicate the end of a quotation: A period is used to indicate the end of a quotation. Example: *"The study showed that the results were inconclusive," said the researcher.*

2. COMMA (,)

- Use a comma to separate items in a list: *The supply chain includes sourcing, manufacturing, distribution, and retail.*
- Use a comma to separate adjectives modifying a noun: *The efficient, reliable logistics system ensures timely delivery.*
- Use a comma to separate independent clauses in a compound sentence: *The company invested in new technology, and it saw significant improvements in efficiency.*
- Use a comma to set off introductory elements: *In the logistics industry, efficiency is key to success.*
- Use a comma to set off nonessential elements: *The shipment, which had been delayed by weather, finally arrived at the warehouse.*
- Use a comma to separate the city and state in an address: *The logistics center is located in Dallas, Texas.*
- Use a comma to separate the day of the week and date: *The shipment is scheduled to arrive on Friday, May 6th.*
- Use a comma to separate the speaker from the quotation: *The logistics manager said, "We need to improve our delivery times."*
- Use a comma to separate contrasting elements: *The logistics company specializes in both local, domestic shipping and international freight forwarding.*
- Use a comma to separate two or more coordinating adjectives that independently modify a noun: *The company's innovative, sustainable logistics practices have earned it many awards.*

3. SEMI-COLON (;)

- Use a semi-colon to separate two independent clauses that are closely related:

Solar energy is becoming more affordable; many households are switching to solar panels to save on energy costs.

- Use a semi-colon to separate items in a list that contain internal commas:

The most common forms of renewable energy are solar, wind, and hydroelectric; each has unique advantages and disadvantages.

- Use a semi-colon to separate independent clauses linked by transitional phrases:

Renewable energy is the future of energy production; however, it still faces many challenges in terms of cost and infrastructure.

- Use a semi-colon to separate elements in a complex list:

The renewable energy industry involves many stakeholders, including investors, manufacturers, researchers, and policymakers; each has a role to play in promoting its growth and sustainability.

- Use a semi-colon to separate clauses in a sentence that already contains multiple conjunctions:

Renewable energy is a promising solution to climate change; it is clean, abundant, and scalable, but it requires significant investment and political will to fully realize its potential.

4. COLON (:)

- Use a colon to introduce a list or series of items: *There are three main components to effective supply chain management: sourcing, production, and distribution.*
- Use a colon to introduce an explanation or elaboration of a point: *Effective supply chain management requires a deep understanding of customer demand: companies must be able to accurately forecast demand in order to optimize production and inventory levels.*
- Use a colon to introduce a quotation or example: *The benefits of collaboration within a supply chain are clear: as one expert notes, "when firms work together, they can achieve economies of scale and enhance efficiency."*
- Use a colon to introduce a conclusion or result: *A well-managed supply chain can lead to significant cost savings: by optimizing inventory levels and reducing waste, companies can improve their bottom line.*
- Use a colon to introduce a formal statement or announcement: *The company's new supply chain strategy is built on three pillars: efficiency, sustainability, and innovation.*
- Use a colon to introduce a clause that summarizes or restates the preceding sentence: *Supply chain management is a complex field that requires a diverse range of skills and expertise: from logistics to data analysis, professionals must be able to navigate a variety of challenges.*

5. DASH (-)

- Use a dash to indicate a break in thought or tone: *The benefits of green technology - reduced emissions, lower operating costs - are clear.*
- Use a dash to indicate a sudden change in direction or interruption: *Many companies are investing in renewable energy - solar, wind, and hydro power - to reduce their carbon footprint.*
- Use a dash to indicate emphasis or explanation: *Green technology - also known as clean technology - refers to any technology that promotes environmental sustainability.*
- Use a dash to set off an appositive or clarifying phrase: *The Tesla Model S - a fully electric vehicle - has revolutionized the automotive industry.*
- Use a dash to indicate an interruption in dialogue or speech: *"I'm a big believer in green technology, but-" Jane paused. "I'm not sure it's always practical in the real world."*

6. PARENTHESES ()

- Use parentheses to provide additional information that is not essential to the sentence: *The use of smart thermostats (which can be controlled remotely) has been shown to reduce energy consumption.*
- Use parentheses to provide context or background information: *The Clean Air Act of 1970 (which was passed by Congress) was a major milestone in the history of environmental legislation.*

- Use parentheses to clarify an abbreviation or acronym: *LED (light emitting diode) bulbs are more energy-efficient than traditional incandescent bulbs.*
- Use parentheses to indicate a reference or citation: *Energy-efficient appliances can save consumers money on their utility bills (Smith, 2017).*
- Use parentheses to indicate an alternative word or phrase: *Energy conservation (also known as energy efficiency) is the practice of using less energy to achieve the same level of performance.*

7. QUOTATION MARKS (" ")

- Use quotation marks to indicate direct speech or dialogue: *"Green infrastructure is a cost-effective way to manage storm water," said the city planner.*
- Use quotation marks to indicate the title of a publication or article: *The report "Green Infrastructure: Incorporating Trees and Vegetation into Urban Streetscapes" provides guidelines for designing sustainable cities.*
- Use quotation marks to indicate a specific term or phrase: *"Green infrastructure" is a term used to describe natural or semi-natural systems that provide ecological and social benefits.*
- Use quotation marks to indicate emphasis or scare quotes: *Some politicians claim that investing in "green" infrastructure is a waste of taxpayer money.*

8. **EXCLAMATION POINT (!)**

- Use an exclamation point to indicate strong emotion or emphasis: *Recycling is crucial for reducing waste and protecting the environment!*
- Use an exclamation point to indicate surprise or shock: *I can't believe how much food waste is generated in this country!*
- Use an exclamation point sparingly to avoid overuse or hyperbole: *The new composting program has resulted in a 50% reduction in landfill waste!*
- Use an exclamation point in headings or titles to grab attention: *"Zero Waste: How to Reduce Your Environmental Footprint!"*

9. **QUESTION MARK (?)**

- Use a question mark at the end of a direct question: *What steps can be taken to reduce our carbon footprint?*
- Use a question mark to indicate uncertainty or doubt: *Is it really possible to achieve a zero-carbon economy?*
- Use a question mark to indicate a rhetorical question: *Why would anyone choose to ignore the devastating effects of carbon emissions?*
- Use a question mark in headings or titles to pose a question: *"What Is Your Carbon Footprint? Calculate and Reduce Today!"*

10. ELLIPSIS (...)

- Omitting text from a quote: *According to Smith (2010), "Reducing our carbon footprint is crucial for the survival of our planet...[ellipses] we must take action now."*
- Indicating a pause in the author's thought process: *"Reducing our carbon footprint requires a multifaceted approach... [ellipses] we must consider not only individual actions, but also policy changes and technological advancements."*
- Indicating a hesitation or uncertainty in the author's argument: *"While reducing our carbon footprint is important... [ellipses] we must also consider the potential economic impacts and societal changes that may result."*
- Creating a sense of anticipation or suspense: *"By reducing our carbon footprint...[ellipses] we can make a significant impact on the health of our planet and future generations."*
- Avoid using ellipses excessively or without purpose, as it can undermine the credibility of the author and disrupt the flow of the text.

The ellipsis should be used sparingly and accurately in academic writing, to indicate an omission, pause, hesitation, or anticipation. When using an ellipsis, make sure it is appropriate and effectively conveys the intended meaning or tone of the text.

11. **APOSTROPHE (')**

- Use an apostrophe to indicate possession: *The carbon footprint of the world's population has increased exponentially.*
- Use an apostrophe in contractions: *It's important to reduce your carbon footprint.*
- Use an apostrophe in singular nouns ending in "s" to indicate possession: *The carbon footprint of the campus's transportation system is significant.*
- Use an apostrophe in singular or plural nouns that are not ending in "s" to indicate possession: *The company's carbon footprint reduction efforts have been successful.*

12. **HYPHEN (-)**

- Use a hyphen to form compound adjectives: *The carbon-neutral project was a success.*
- Use a hyphen to join two or more words that function as a single adjective: *The carbon-footprint reduction plan was implemented last year.*
- Use a hyphen to distinguish between homographs:
 1. The project will *re-cover* the old chairs. (to provide new coverings)
 2. The project will *recover* the old chairs. (to retrieve)
- Use a hyphen to separate prefixes from root words: *The non-carbon energy source was a viable alternative.*

TEST YOUR UNDERSTANDING



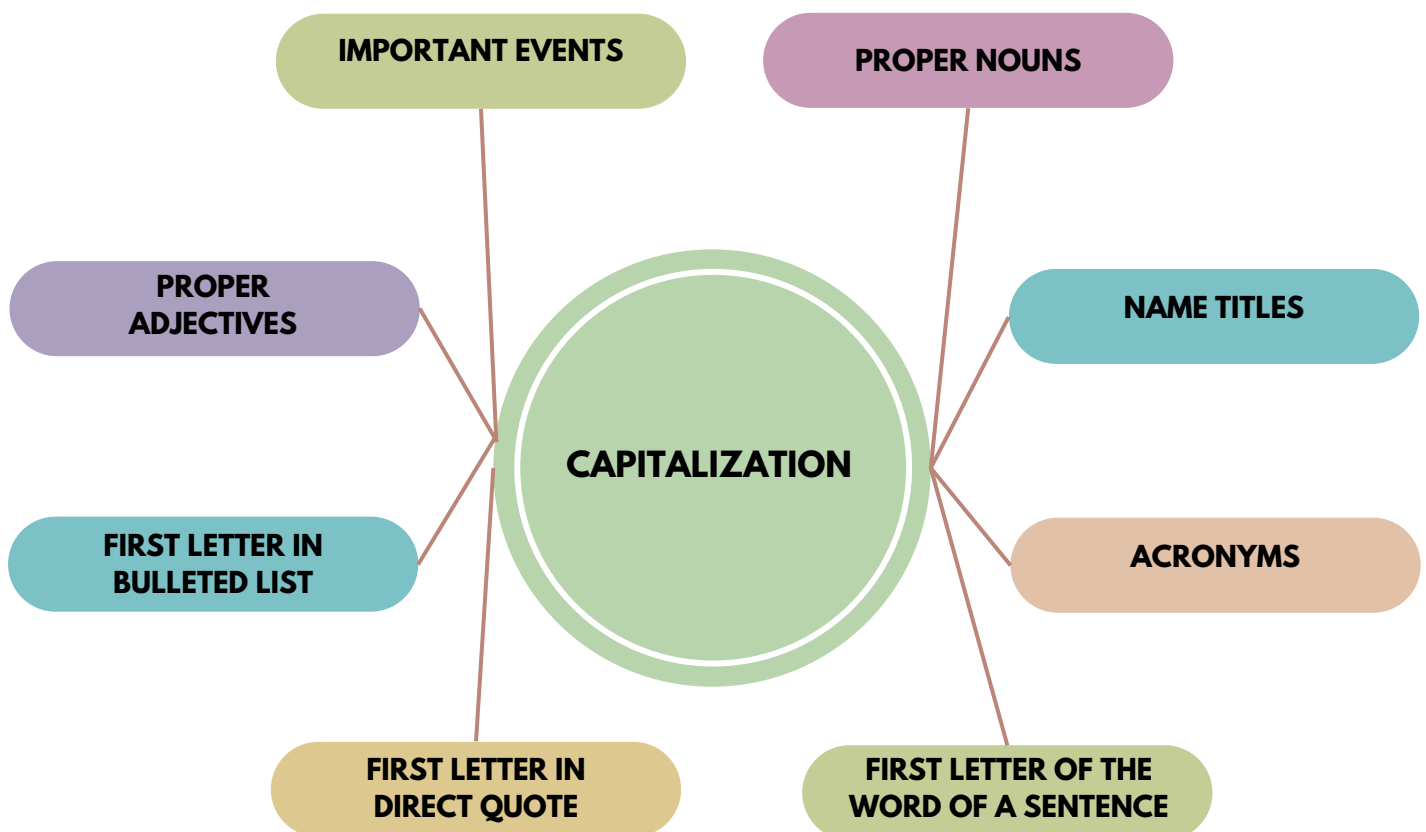
1. Which punctuation mark is used to separate independent clauses in a compound sentence?
a. comma b. period c. semicolon
2. Which punctuation mark is used to indicate a pause in a sentence or to separate items in a list?
a. hyphen b. colon c. comma
3. Which punctuation mark is used to indicate possession or to form contractions?
a. hyphen b. apostrophe c. period
4. Which punctuation mark is used to indicate a break in thought or to set off information within a sentence?
a. period b. semicolon c. dash
5. Which punctuation mark is used to set off a quotation or to indicate speech in a dialogue?
a. hyphen b. comma c. quotation marks
6. Which punctuation mark is used to connect two words to form a compound word?
a. hyphen b. apostrophe c. comma
7. Which punctuation mark is used to indicate a pause in a sentence, often to separate clauses or phrases?
a. hyphen b. comma c. exclamation mark

Answer: 1.c 2.c 3.b 4.c 5.c 6.a 7.b

1.4

**CAPITALIZATION
GUIDELINES**

Capitalization should be used accurately to indicate proper nouns, titles, acronyms, and specific departments or events. It is not necessary to capitalize general nouns or job titles unless they are part of a specific name or title.



- Capitalize proper nouns: *The United Nations Framework Convention on Climate Change, The Intergovernmental Panel on Climate Change, Amazon, Toyota*
- Capitalize titles when used as part of a name: *Prime Minister Anwar Ibrahim, Professor Ashraf, Dean Hannah*
- Capitalize acronyms: If an acronym is used in place of a longer phrase, it should be capitalized. For example:
CO2 (carbon dioxide), GHG (greenhouse gas)
- Capitalize the first letter of the word of a sentence:
Sustainable building practices can reduce carbon emissions.
- Capitalize the first word of a direct quote: *The supply chain manager said, "We need to reduce our waste."*
- Capitalize the first word of each bullet point in a list:
 - *Increase energy efficiency in warehouses*
 - *Implement green transportation methods*
 - *Reduce packaging waste in shipments*
- Capitalizing proper adjectives: Proper adjectives, which are formed from proper nouns, should be capitalized. For example, *"Carbon-neutral practices" or "Eco-friendly logistics"*
- Capitalizing important events: Major historical events, such as *World War II*, should be capitalized.

TEST YOUR UNDERSTANDING



1. Which of the following is an example of inconsistent capitalization?
 - a. Green New Deal and paris agreement
 - b. Green new deal and Paris agreement
 - c. green new deal and Paris Agreement
 - d. all of the above

2. Which of the following should be capitalized when used as a person's title?
 - a. professor
 - b. doctor
 - c. president
 - d. a,b,c

3. Which of the following should be capitalized in a sentence?
 - a. the first word of every sentence
 - b. every word that is important
 - c. the first word of every line

4. Which of the following should be capitalized in a title or heading?
 - a. every word
 - b. the first word of every sentence
 - c. the first letter of each significant word

5. Which of the following should not be capitalized in a title or heading?
 - a. prepositions
 - b. conjunctions
 - c. articles
 - d. a,b,c

Answer: 1.d 2.d 3.a 4.c 5.d

UNIT

WRITING



CONVENTIONS

2.0 WRITING CONVENTIONS

Writing conventions refer to the standard rules and practices that govern academic writing. These conventions help to ensure clarity, precision, and consistency in communication, and are important for maintaining the credibility and professionalism of academic writing. Writing conventions in academic writing may include:

- **Language and tone:** Academic writing typically employs a formal tone, avoiding colloquial language and slang. The language used should be precise and specific, with technical terms and jargon used appropriately.
- **Sentence structure:** Academic writing typically uses complex sentence structures, with careful attention paid to grammar, punctuation, and syntax.

- Evidence: Academic writing should be supported by evidence, which may come from primary sources such as research studies, or secondary sources such as academic articles. Evidence should be cited and referenced appropriately to acknowledge the source.

There are several reasons why writing conventions are important in academic essays, including:

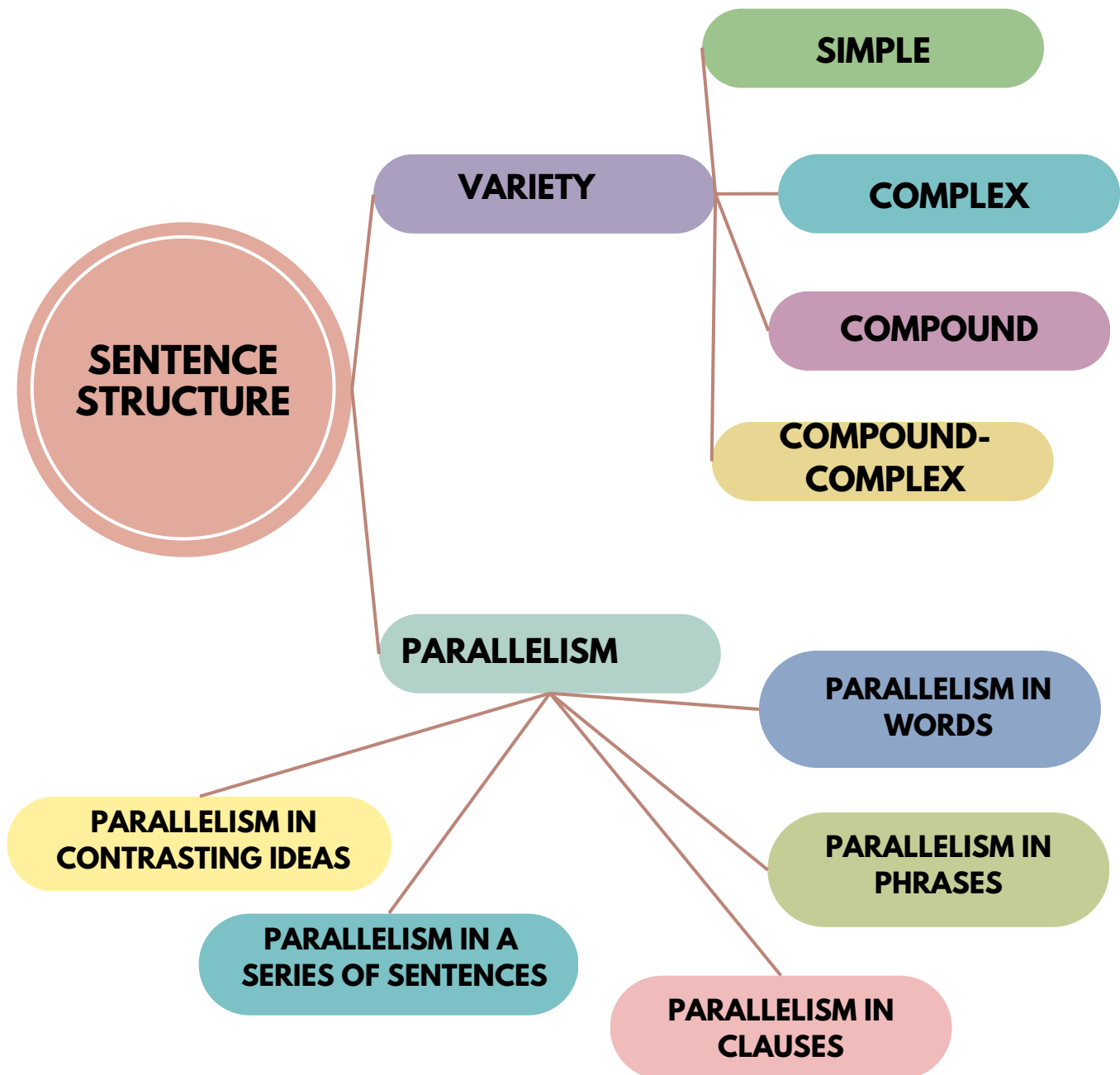
1. Clarity and precision: Writing conventions provide a common framework that helps to ensure clarity and precision in communication. By using standard conventions, academic writers can ensure that their ideas are communicated clearly and effectively to their intended audience.
2. Consistency: Writing conventions help to ensure consistency in communication. By following established conventions, writers can avoid confusion and misinterpretation of their ideas.
3. Credibility: Following writing conventions can enhance the credibility of the writer and their work. By adhering to established conventions, writers demonstrate a level of professionalism and expertise that can enhance their reputation in their field.



2.1

SENTENCE STRUCTURE

Academic writing typically uses complex sentence structures, with careful attention paid to grammar, punctuation, and syntax. Here are some key aspects of sentence structure in academic writing:



1. VARIETY:

A variety of sentence structures should be used to create a sense of flow and rhythm in the writing. Simple, compound, complex and compound-complex sentences can all be used to create variety. Here are the descriptions of the four types of sentences:

- **Simple Sentence:** A simple sentence consists of one independent clause, which contains a subject and a verb, and expresses a complete thought. Simple sentences are often short and straightforward. Examples:

1. *The company implemented a new supply chain management system.*
2. *Green technologies can help reduce carbon emissions.*

- **Compound Sentence:** A compound sentence consists of two or more independent clauses, which are connected by coordinating conjunctions (such as "and", "but", "or") or by semicolons. Compound sentences are used to link two closely related ideas or to show contrast between two ideas. Examples:

1. *Green technologies can help reduce carbon emissions, but they require significant investment.*
2. *Renewable energy sources like solar and wind power are becoming more popular, and they are expected to play a major role in the transition to a low-carbon economy.*

- **Complex Sentence:** A complex sentence consists of one independent clause and one or more dependent clauses, which do not express a complete thought on their own and rely on the independent clause for context. Dependent clauses are introduced by subordinating conjunctions (such as "although", "because", "since"). Complex sentences are used to show cause-and-effect relationships, express contrast or comparison, or to provide additional information. Examples:

1. *Green technologies can help reduce carbon emissions because they rely on renewable resources.*
2. *Since renewable energy sources like solar and wind power are weather-dependent, they require backup energy sources for times when there is not enough sunlight or wind.*

- **Compound-Complex Sentence:** A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses. This type of sentence combines the features of both compound and complex sentences. Compound-complex sentences are used to express complex ideas that require multiple clauses to convey. Examples:

1. *Although the company implemented a new supply chain management system, there were still some logistical challenges, but the company was able to overcome them with the help of its suppliers.*
2. *Since renewable energy sources like solar and wind power are weather-dependent, they require backup energy sources for times when there is not enough sunlight or wind, and this has led to the development of hybrid energy systems that combine multiple sources of energy.*

TEST YOUR UNDERSTANDING



1. Which of the following sentences is a simple sentence?
 - A. Lean management is a method for improving efficiency and reducing waste.
 - B. By implementing lean principles, companies can streamline their operations and increase profits.
 - C. Water conservation is important for protecting the environment and ensuring a sustainable future.
 - D. Although it can be challenging, adopting sustainable practices can help companies reduce their environmental impact.

2. Which of the following sentences is a complex sentence?
 - A. Lean management involves identifying and eliminating waste in production processes.
 - B. To reduce water usage, companies can implement water saving technologies and processes.
 - C. Although it requires effort and investment, water conservation can lead to cost savings and environmental benefits.
 - D. By adopting lean principles, companies can improve their operations and increase their competitiveness.

3. Which of the following sentences is a compound sentence?
 - A. Lean management is a process of continuous improvement, and it involves identifying and eliminating waste in all forms.
 - B. Water conservation is a pressing issue, but many companies still overlook the importance of sustainable practices.
 - C. Although implementing lean principles can be challenging, it can lead to significant improvements in efficiency and profitability.
 - D. Water scarcity is a growing concern, and it highlights the need for companies to prioritize water conservation efforts.

4. Which of the following sentences is a compound-complex sentence?
- A. By reducing waste and increasing efficiency, companies can improve their bottom line, but they must also prioritize sustainability to remain competitive.
 - B. Lean management principles can be applied to any industry, but it requires a commitment to continuous improvement and employee engagement.
 - C. Water conservation is essential for protecting the environment, and it requires a collaborative effort from all stakeholders, including businesses and consumers.
 - D. Although water is a vital resource, it is often wasted or misused, so companies must take responsibility for their water usage and implement sustainable practices.
5. Which of the following sentences is a simple sentence?
- A. Water conservation measures can include using low-flow fixtures, reducing irrigation, and fixing leaks.
 - B. Lean management involves reducing waste, improving efficiency, and increasing productivity.
 - C. By implementing sustainable practices, companies can reduce their environmental impact and attract socially responsible customers.
 - D. Although it can be difficult to change established practices, adopting lean principles can lead to significant improvements in quality and customer satisfaction.

ANSWER: 1.A 2.B 3.A 4.A 5.A

2. PARALLELISM:

Parallel structure should be used in sentences and across sentences to create a sense of balance and coherence. Here are some examples of parallelism used in academic writing.

A. PARALLELISM IN WORDS:

Parallelism in words involves repeating a word or a group of words in a sentence. For example:

- *Green technology helps to reduce carbon emissions, conserve energy, and protect the environment.*
- *In supply chain management, it's important to prioritize efficiency, transparency, and sustainability.*

B. PARALLELISM IN PHRASES:

Parallelism in phrases involves repeating a similar structure of phrases in a sentence. For example:

- *Green technology not only benefits the environment but also saves companies money and increases their competitiveness.*
- *In supply chain management, effective communication, collaboration, and risk management are essential for success.*

C. PARALLELISM IN CLAUSES:

Parallelism in clauses involves repeating a similar structure of clauses in a sentence. For example:

- *Green technology is not only good for the environment but also has economic benefits, and it can improve public health.*
- *In supply chain management, companies need to focus not only on reducing costs but also on improving customer satisfaction and reducing risk.*

D. PARALLELISM IN A SERIES OF SENTENCES.

Parallelism can also be used in a series of sentences to emphasize a specific point. For example:

- *Not only do sustainable supply chain practices reduce environmental impact, but they also increase efficiency and cut costs. By using environmentally friendly materials and processes, manufacturers can create products that are not only good for the planet but also meet the demands of eco-conscious consumers. In short, sustainability is becoming a key factor in the success of modern manufacturing.*

In this example, the parallel structure of "not only...but also", "by using...and processes", and "in short" emphasizes the multiple benefits of sustainable supply chain practices.

E. PARALLELISM IN CONTRASTING IDEAS.

Parallelism can also be used to contrast two or more ideas in a sentence. For example:

- *While the use of fossil fuels remains a major source of greenhouse gas emissions, renewable energy sources like solar and wind power offer a sustainable alternative. By investing in clean energy technology, manufacturers can reduce their environmental impact while also meeting consumer demand for eco-friendly products.*

In this example, the parallel structure of "the use of fossil fuels" and "renewable energy sources" emphasizes the contrast between two competing sources of energy, and the benefits of choosing a sustainable alternative.

TEST YOUR UNDERSTANDING



1. Which of the following is an example of parallelism in words?
 - A. Green technology helps to reduce carbon emissions, conserve energy, and protect the environment.
 - B. In supply chain management, it's important to prioritize efficiency, transparency, and sustainability.
 - C. Effective supply chain management involves collaboration, communication, and managing risks.
 - D. Green technology can help reduce carbon emissions, conserve energy, and decreasing the amount of waste generated.

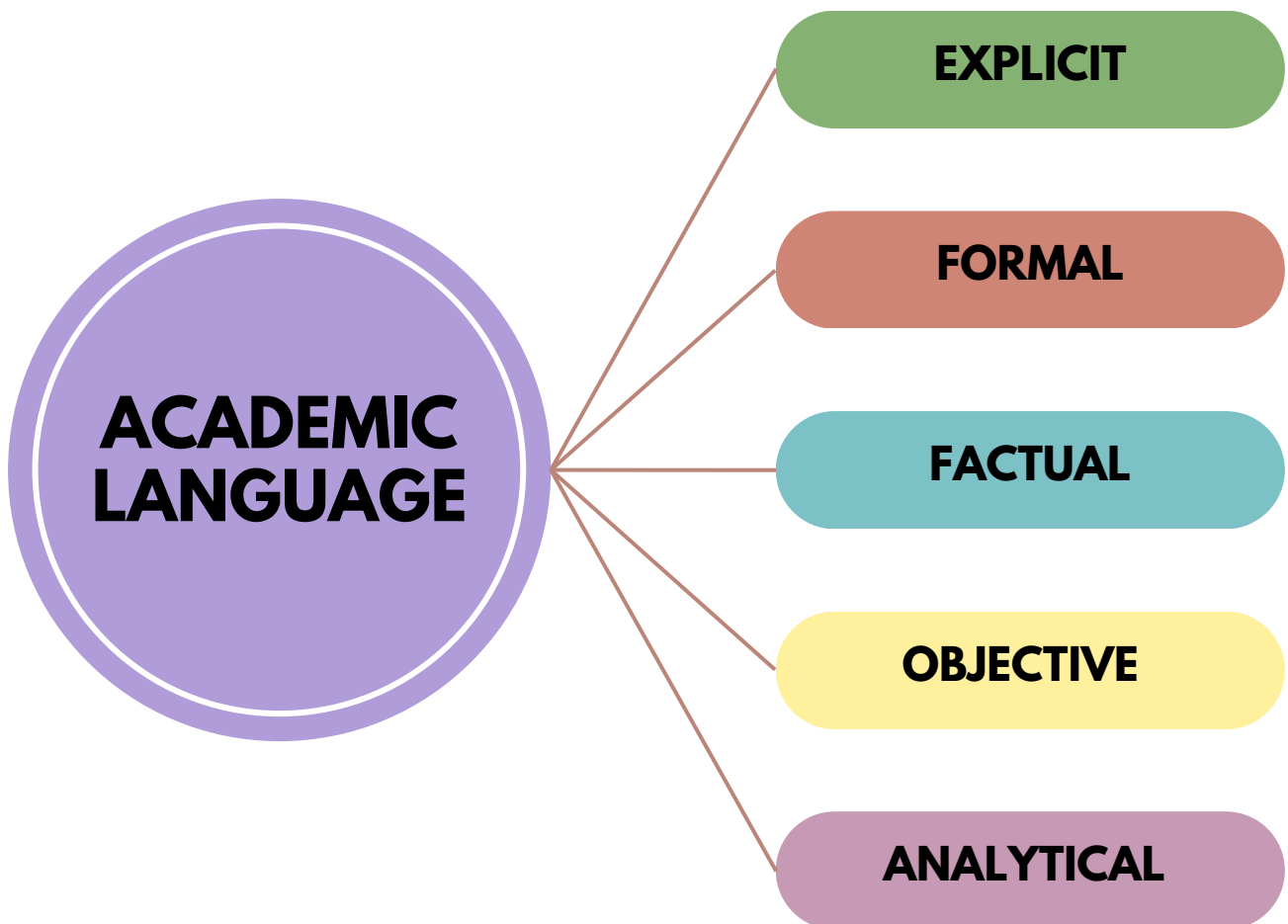
2. Which of the following is an example of parallelism in phrases?
 - A. Green technology can help companies reduce their carbon footprint, improve their bottom line, and also improve customer satisfaction.
 - B. To be successful in supply chain management, companies need to focus on transparency, efficiency, and building strong relationships with suppliers.
 - C. Effective supply chain management requires reducing costs, improving customer satisfaction, and minimizing risk.
 - D. Green technology is not only good for the environment, but it can also provide economic benefits, and improve public health.

3. Which of the following is an example of parallelism in clauses?
- A. Companies that adopt green technology can reduce their carbon footprint, lower their energy costs, and improve their brand image.
 - B. Supply chain management involves managing suppliers, optimizing logistics, and reducing costs.
 - C. To be successful in supply chain management, companies need to improve collaboration with suppliers, increase transparency in their operations, and manage risks effectively.
 - D. Green technology not only helps to reduce carbon emissions but also conserves energy and protects the environment.
4. Which of the following is not an example of parallelism?
- A. Green technology can help reduce waste, lower costs, and improve operational efficiency.
 - B. Effective supply chain management involves managing risks, building relationships with suppliers, and optimizing logistics.
 - C. In supply chain management, companies need to balance cost reduction, customer satisfaction, and sustainability.
 - D. Green technology not only helps to reduce carbon emissions but also can reduce energy consumption and can protect the environment.

ANSWER: 1.A 2.B 3.C 4.D

Academic language features are characterized by explicit, formal, and factual language that is objective and analytical. Here are some examples of how this language features is used in academic essays.

2.2 LANGUAGE



1. EXPLICIT

Explicit language in academic writing is language that is clear, direct, and specific, leaving no room for ambiguity or confusion. It involves using precise and concise language to convey information, ideas, or arguments in a way that is easy to understand and interpret.

- Use of specific words and phrases, such as "clearly," "specifically," "precisely," "exactly," and "unequivocally." For example, instead of saying "The results were somewhat inconclusive," explicit language would say "The results were inconclusive."
- Used to explain specific concepts, principles, or techniques in a clear and concise manner. For example,

"Green technology refers to technologies that are designed to reduce the negative impact of human activities on the environment, such as solar panels, wind turbines, and electric vehicles."

- The language should leave no room for multiple interpretations or confusion. For instance, instead of saying "The government needs to invest more in green technology," a clearer statement could be, "Government funding for research and development of green technologies needs to be increased."

The sentence above uses explicit language to clearly define the concept of green technology and provide specific examples of technologies that fall under this category.

2. FORMAL

Formal language in academic writing is a style of communication that is typically used in professional or academic settings, and is characterized by its use of precise, structured, and grammatically correct language. Formal language is also characterized by its use of complex sentence structures, formal vocabulary, and a lack of contractions and slang words. It often employs technical or specialized terminology, and uses grammatical structures that convey a sense of authority and expertise.

Example 1:

- *In a lean manufacturing process, waste can be classified into seven types, including overproduction, waiting, excess inventory, unnecessary motion, defects, over processing, and unused employee creativity.*

In the sentence above , formal language is used to clearly and precisely define the different types of waste.

Example 2:

- *Sustainable building technology involves the integration of energy-efficient systems, the use of renewable materials, and the incorporation of passive design strategies to reduce the energy consumption and carbon footprint of buildings.*

In this sentence, formal language is used to convey complex ideas and technical concepts related to sustainable building practices.

3. FACTUAL

Factual language is the use of language that is based on facts, evidence, and objective observations, rather than personal opinions, beliefs, or feelings. It involves the use of language that is verifiable, accurate, and objective, without any bias or interpretation. In academic writing, factual language is critical for presenting ideas and arguments in a clear, concise, and logical manner.

- The use of specific words and phrases, such as "evidence," "data," "research," "study," "observation," and "fact." For example, instead of saying "I believe that renewable energy is the future of energy production," factual language would say "Renewable energy sources have been shown to be effective and sustainable in numerous studies and research."
- Use factual language to describe the results of a study, using specific measurements and statistics to convey the findings.

A study by the International Energy Agency (IEA) found that increasing the share of renewable energy sources in the global energy mix could reduce carbon emissions by up to 70% by 2050.

In the sentence above , factual language is used to present objective evidence and data.

4. OBJECTIVE

Objective language is language that is free of personal biases, opinions, or feelings. It involves the use of language that is based on facts, evidence, and observable phenomena, without any interpretation or bias from the writer or speaker.

In academic writing, objective language is critical for presenting ideas and arguments in a clear, concise, and logical manner. This language often involves the use of specific words and phrases, such as *"observed," "measured," "demonstrated," "proven,"* and *"validated."* For example, instead of saying "I think that renewable energy is the best solution for our energy needs," objective language would say *"Renewable energy has been shown to be effective and sustainable in numerous studies and research."*

Objective language is also important in scientific research, where accuracy and precision are essential. For example:

1. *Research has demonstrated that lean management can improve efficiency and reduce waste in manufacturing processes.*
(Objective language, based on factual evidence)
2. *The implementation of green technology has been shown to reduce carbon emissions and promote sustainable development.*
(Objective language, based on factual evidence)

Overall, the use of objective language in academic writing is critical for presenting ideas and arguments in a clear and unbiased manner.

5. ANALYTICAL

Analytical language in academic writing involves a critical evaluation of a topic or issue, based on evidence and logical reasoning. It involves breaking down complex concepts into their component parts, analyzing the relationships between those parts, and drawing conclusions based on that analysis.

In academic writing, analytical language is used to evaluate and interpret data and information, and to make connections and draw conclusions. This language often involves the use of specific words and phrases, such as "*analyze*," "*interpret*," "*evaluate*," "*compare*," "*contrast*," "*discuss*," "*explore*," and "*examine*."

In research, analytical language is used to examine and evaluate data and evidence in order to identify patterns, trends, and relationships. This language involves the use of quantitative and qualitative analysis methods, such as statistical analysis, content analysis, and discourse analysis. For example, in a study of public opinion on climate change, an analytical approach might involve analyzing the language and themes used in media coverage of the issue.

Overall, analytical language involves the use of language to critically evaluate and interpret data, evidence, and information, in order to gain a deeper understanding of complex concepts and issues.

TEST YOUR UNDERSTANDING



1. Which of the following is an example of objective language?
 - a. I think renewable energy is a good idea."
 - b. Renewable energy has the potential to reduce carbon emissions.
 - c. Renewable energy is the best solution for the environment.
 - d. Renewable energy is just a passing fad.

2. Which of the following is an example of analytical language?
 - a. Green technology is good for the environment.
 - b. Green technology can reduce the carbon footprint of an organization.
 - c. Green technology is too expensive to implement.
 - d. Green technology is a marketing gimmick.

3. Which of the following is an example of explicit language?
 - a. I can't wait to try out this new green technology product!
 - b. This new green technology product is designed to reduce energy consumption by 50%.
 - c. This new green technology product is really cool.
 - d. This new green technology product is just like all the others.

4. Which of the following is an example of factual language?
 - a. Renewable energy will save the planet.
 - b. Renewable energy has been shown to reduce carbon emissions.
 - c. Renewable energy is a waste of time and resources.
 - d. Renewable energy is a government conspiracy.

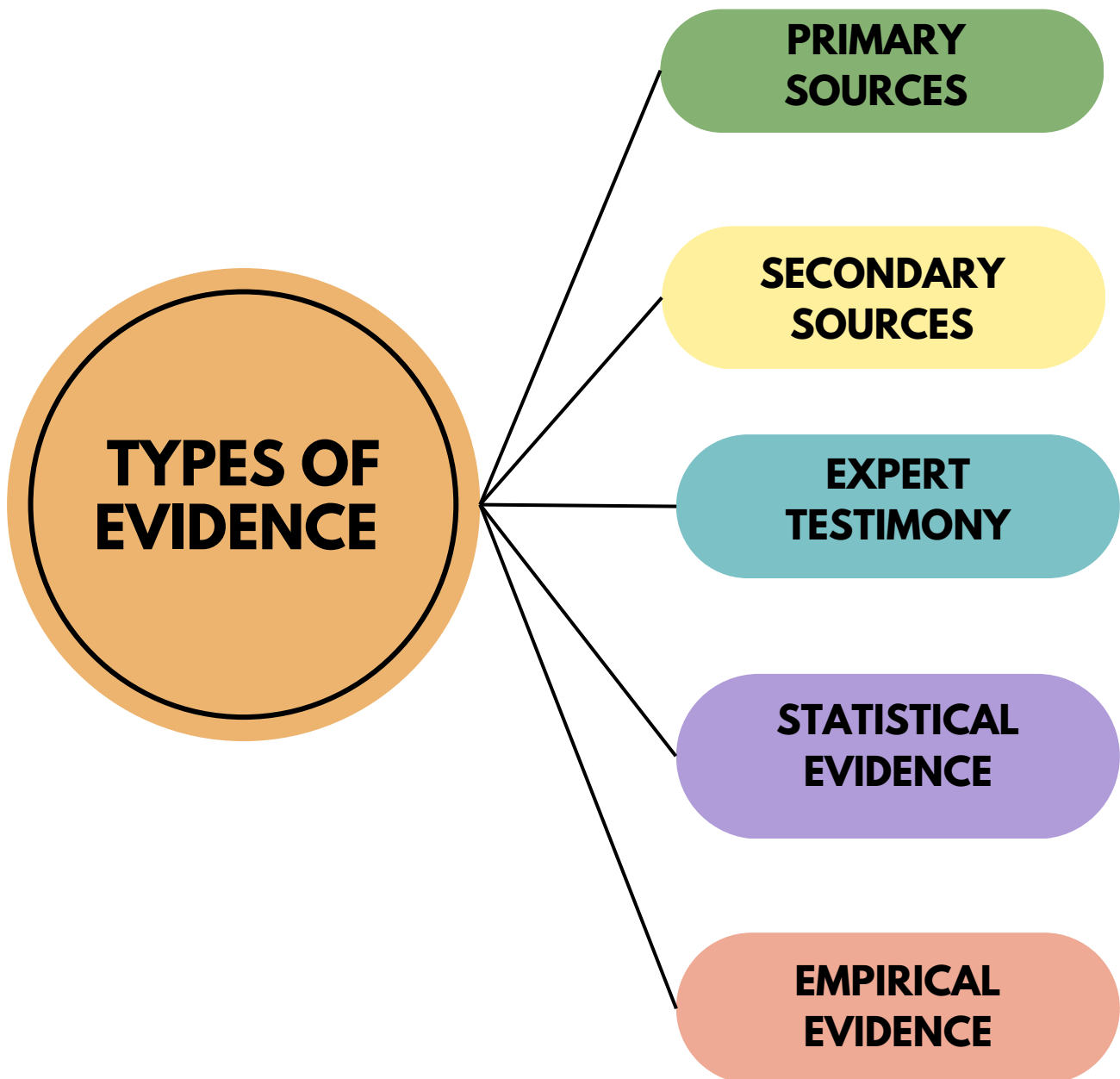
5. Which of the following is an example of formal language?
- a. Green tech is pretty sweet!
 - b. Green technology has a positive impact on the environment."
 - c. Green tech is the future!
 - d. Green technology is a scam.
6. Which of the following is an example of critical language?
- a. Logistics is just a bunch of people moving boxes around.
 - b. Logistics is essential for the smooth operation of any supply chain.
 - c. Logistics is a boring and unimportant field.
 - d. Logistics is a complete waste of time.
7. Which of the following is an example of analytical language?
- a. Renewable energy is good for the environment.
 - b. Renewable energy can help reduce greenhouse gas emissions.
 - c. Renewable energy is too expensive to be viable.
 - d. Renewable energy is a hoax.
8. Which of the following is an example of factual language?
- a. Lean management is a waste of time.
 - b. Lean management can reduce waste and improve efficiency.
 - c. Lean management is just a buzzword.
 - d. Lean management has no real benefits.
9. Which of the following is an example of explicit language?
- a. Lean management is awesome!
 - b. Lean management principles can help reduce waste and improve efficiency in manufacturing processes.
 - c. Lean management is the best thing ever!
 - d. Lean management is just a scam.

ANSWER: 1.b 2.b 3.b 4.b 5.b 6.b 7.b 8.b 9.b



2.3 EVIDENCE

When writing academic essays, there are several types of evidence that can be used to support arguments and assertions. Some common types of evidence include:



1. PRIMARY SOURCES

Materials that provide direct evidence of a particular event or phenomenon. In academic essays, primary sources are often used to support arguments or provide firsthand accounts of historical or contemporary events.

Example 1

- *The Toyota Production System (TPS) is a primary source that provides insight into the development of lean management principles. The TPS was developed by Toyota in the 1940s and 1950s and is based on the principles of continuous improvement, just-in-time production, and respect for people.*

Interviews or surveys with employees who have implemented lean management practices in their organizations can also serve as primary sources. These sources can provide firsthand accounts of the benefits and challenges of lean management.

Example 2

- *Scientific research papers that report the results of experiments and studies on green technologies, such as solar panels, wind turbines, or electric vehicles, can serve as primary sources of evidence for academic essays. These sources provide direct evidence of the effectiveness of green technologies in reducing carbon emissions and promoting sustainability.*

Government reports or policies related to green technology and renewable energy can also serve as primary sources.

Primary sources are often valuable because they provide direct evidence and firsthand accounts of historical or contemporary events, but they can also be biased or incomplete. Therefore, it is important to consider multiple primary sources and to critically evaluate their strengths and limitations.

2. SECONDARY SOURCES

Secondary sources are an essential type of evidence in academic essays. They provide valuable analysis, interpretation, and contextualization of primary sources and can help support arguments and claims in academic writing. Examples of secondary sources in the field of supply chain management:

- Scholarly articles in academic journals, such as the *Journal of Supply Chain Management*, that provide analysis and evaluation of various aspects of supply chain management, such as supply chain risk management, logistics and transportation management, and supply chain sustainability.
- Books by experts in the field, such as "Supply Chain Management: Strategy, Planning, and Operation" by Sunil Chopra and Peter Meindl, which provides a comprehensive overview of supply chain management principles and practices.
- Reports and whitepapers from industry associations and organizations, such as the Council of Supply Chain Management Professionals, which provide insights and best practices related to supply chain management.
- Government and industry reports: Government and industry reports are another type of secondary source that provide valuable information and data related to supply chain management. For example, "National Logistics and Trade Facilitation Masterplan" by the Malaysia Ministry of Transport: This report, published in 2015, provides an overview of Malaysia's logistics and trade facilitation landscape, and outlines a masterplan to improve the efficiency and competitiveness of the country's logistics industry.

Secondary sources are important in providing context, analysis, and interpretation of complex topics. It is important to carefully evaluate their credibility and relevance to the topic being discussed.

3. STATISTICAL EVIDENCE

Statistical evidence is a type of evidence that uses numerical data to support an argument or claim in academic essays. It can include various forms of quantitative data, such as surveys, graphs, charts, or other numerical data sets.

In the context of supply chain management, statistical evidence can be used to provide insights into *trends*, *patterns*, and *performance metrics* in supply chains.

- For example, an academic essay on supply chain performance could use statistical evidence to analyze the impact of different factors such as lead times, inventory levels, or transportation costs on supply chain efficiency. This statistical evidence could include performance metrics such as order cycle time, inventory turnover rate, or delivery accuracy rate.

Similarly, in the context of green technology, statistical evidence can be used to demonstrate the environmental impact and effectiveness of different green technologies.

- For example, an academic essay on renewable energy could use statistical evidence to compare the energy output and cost-effectiveness of different renewable energy sources such as solar, wind, or geothermal. This statistical evidence could include data on the efficiency, cost, and environmental benefits of each technology.

In both cases, statistical evidence can help support arguments and conclusions by providing concrete data and metrics to demonstrate the effectiveness of different strategies or technologies. However, it is important to ensure that the statistical evidence used in academic essays is valid, reliable, and relevant to the topic being discussed.

4. EXPERT TESTIMONY

Expert testimony is a type of evidence used in academic essays that involves using the opinions, insights, or analyses of individuals who are recognized as authorities in their field to support or lend credibility to a particular argument or claim.

This type of evidence is particularly valuable in academic writing because it allows writers to draw on the specialized knowledge and experience of experts to support their arguments.

In the field of logistics, expert testimony could be used to support arguments related to the importance of efficient supply chain management.

- For example, a logistics expert might be cited to argue that reducing the number of intermediaries involved in the supply chain can lead to faster delivery times and lower costs. Another example might involve an expert in transportation policy, who could be cited to argue that investing in public transportation infrastructure can lead to more sustainable and efficient transportation systems.
- Another example, an expert in environmental science might be cited to argue that using renewable energy sources can help reduce greenhouse gas emissions and mitigate the impacts of climate change. Another example might involve an expert in green building design, who could be cited to argue that implementing green building standards can lead to improved indoor air quality, reduced energy consumption, and lower operating costs for campus buildings.

It is important to ensure that the experts cited are credible with relevant expertise in the topic. Additionally, it is important to use expert testimony in combination with other types of evidence to provide a well-rounded and persuasive argument.

5. EMPIRICAL EVIDENCE

Empirical evidence is a type of evidence that is based on observation, experimentation, or other forms of empirical research. In academic essays, empirical evidence is often used to support hypotheses, theories, and arguments, and is particularly important in scientific or social scientific research.

In the topic of renewable energy, empirical evidence can be used to evaluate the effectiveness and efficiency of various renewable energy technologies, as well as to explore the social and economic impacts of renewable energy deployment.

- For example, a study that compares the energy output and environmental impacts of wind turbines and solar panels would provide empirical evidence that could be used to support arguments about the relative merits of these technologies.

Similarly, in the topic of risk assessment, empirical evidence can be used to evaluate the likelihood and severity of various types of risks, as well as to explore the effectiveness of risk mitigation strategies.

- For example, a study that analyzes historical data on accidents at nuclear power plants would provide empirical evidence that could be used to assess the risks associated with nuclear power, and to evaluate the effectiveness of safety regulations and protocols.

In both of these topics, empirical evidence is essential for making informed and evidence-based arguments and recommendations. By relying on empirical research, writers can provide a rigorous and systematic analysis of complex issues, and can contribute to the development of effective policies and practices.

TEST YOUR UNDERSTANDING



1. Which of the following is an example of primary evidence in sustainable building research?
 - a. A review of academic literature on sustainable building practices
 - b. A survey of building occupants on their satisfaction with sustainable features
 - c. An analysis of the energy efficiency of sustainable building materials
 - d. An interview with a sustainable building consultant

2. What is an example of secondary evidence in sustainable building research?
 - a. A case study on the implementation of green building practices
 - b. A survey of building occupants on their satisfaction with sustainable features
 - c. An analysis of the economic costs and benefits of sustainable building materials
 - d. An interview with a sustainability consultant

3. Which of the following is an example of statistical evidence in supply chain management research?
 - a. A case study on a company's supply chain strategy
 - b. A survey of supplier diversity practices among Fortune 500 companies
 - c. An interview with a procurement manager
 - d. An analysis of supply chain disruptions during a pandemic

4. What is expert testimony in sustainable building research?
 - a. An interview with a building owner on their experience with sustainable features
 - b. A case study on a LEED-certified building
 - c. An analysis of the environmental impact of sustainable building practices
 - d. An interview with a sustainability consultant on best practices for green building design
5. Which of the following is an example of anecdotal evidence in supply chain management research?
 - a. A survey of procurement practices in the automotive industry
 - b. An analysis of the impact of tariffs on global supply chains
 - c. A personal story about a company's experience with supplier diversity
 - d. A review of government policies related to supply chain management
6. What is empirical evidence in sustainable building research?
 - a. An analysis of the costs and benefits of sustainable building practices
 - b. A review of green building certifications and standards
 - c. An interview with a sustainable building consultant
 - d. A case study on the implementation of green building features in a specific building
7. What is primary evidence in supply chain management research?
 - a. Survey results
 - b. Journal articles
 - c. Interviews with suppliers
 - d. Analysis of procurement policies

Answer: 1.b 2.c 3.b 4.d 5.c 6.d 7.c



WRITING SKILLS



3.0 WRITING SKILLS

Academic writing requires a specific set of skills, including coherence, vocabulary, and critical thinking. Having specific writing skills is crucial for academic writing, as it can affect the clarity, credibility, and effectiveness of the writing.

Effective writing skills are essential for academic essays for several reasons:

1. **Communication:** The primary purpose of academic essays is to communicate ideas and arguments clearly and persuasively. Effective writing skills are necessary to convey complex ideas in a manner that is easy to understand and engaging for the reader.
2. **Credibility:** Effective writing skills also play a crucial role in establishing the credibility of the writer. Well-written essays are more likely to be taken seriously by the reader, and can help to establish the writer's expertise and authority on the topic.

3. Organization: Effective writing skills are also important for organizing ideas and arguments in a logical and coherent manner. This helps to ensure that the reader can follow the writer's train of thought and understand the connections between different ideas and arguments.
5. Critical thinking: Effective writing skills are also essential for demonstrating critical thinking and analytical skills. Essays that are well-written and well-argued show that the writer has carefully considered different perspectives and evaluated evidence to arrive at their conclusions.
6. Academic success: Finally, effective writing skills are essential for academic success. Well-written essays can help to secure better grades, scholarships, and opportunities for further study and research.

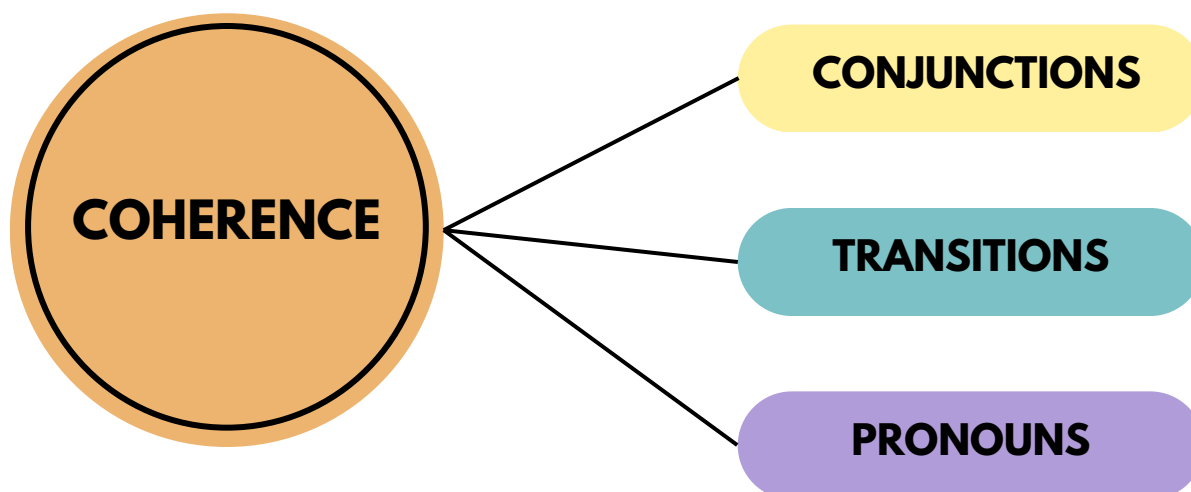
In summary, effective writing skills are crucial for academic essays as they help to communicate ideas clearly and persuasively, establish the writer's credibility, organize arguments coherently, demonstrate critical thinking skills, and achieve academic success.

3.1

COHERENCE



Academic writing requires coherence to ensure that the ideas presented are clear and easy to follow. Here are some examples of how these elements can be used in academic essays.



- **Conjunctions:** Conjunctions are used to connect words, phrases, and clauses in a sentence. Some common conjunctions include "and," "but," "or," and "so."

Here are some examples of how conjunctions can be used in academic writing:

1. *Green technology is becoming increasingly popular, and companies that invest in these technologies are well-positioned to meet changing consumer preferences.*
2. *The supply chain can be a source of risk for manufacturing companies, but with effective risk management strategies, these risks can be minimized.*

- **Transitional words and phrases:** Transitional words and phrases are used to link ideas and create coherence in writing. Some common transitional words and phrases include "however," "moreover," "in addition," and "on the other hand."

Here are some examples of how transitional words and phrases can be used in academic writing:

1. *Sustainable supply chain practices can improve efficiency and reduce costs. However, these practices require collaboration and coordination among stakeholders at all levels.*
2. *Green technology is often associated with high costs. Moreover, the lack of infrastructure to support these technologies can be a significant barrier to their adoption.*

- **Pronouns:** Pronouns are used to refer back to nouns previously mentioned in a sentence or paragraph, and to avoid repetitive use of the same noun. Some common pronouns include "he," "she," "it," "they," and "we."

Here are some examples of how pronouns can be used in academic writing:

1. *Many companies are implementing sustainable supply chain practices. These practices can help reduce their environmental impact and improve their bottom line.*
2. *Green technology is still relatively expensive, but it is becoming more affordable as adoption rates increase. It is also an important tool for reducing carbon emissions and combatting climate change.*

TEST YOUR UNDERSTANDING



1. Which of the following conjunctions is used to express contrast between two ideas?

a. Therefore	b. However
c. Consequently	d. Furthermore

2. Which of the following transitional words is used to show a sequence of events?

a. In addition	b. Consequently
c. Initially	d. Thus

3. Which of the following pronouns is used to refer to a company or organization?

a. He	b. She
c. They	d. It

4. Which of the following transitional phrases is used to introduce an example?

a. For example	b. In addition
c. Therefore	d. Moreover

5. Which of the following transitional words is used to introduce a consequence?

a. Accordingly	b. Nevertheless
c. Similarly	d. Hence

6. Which of the following transitional phrases is used to show a contrast?

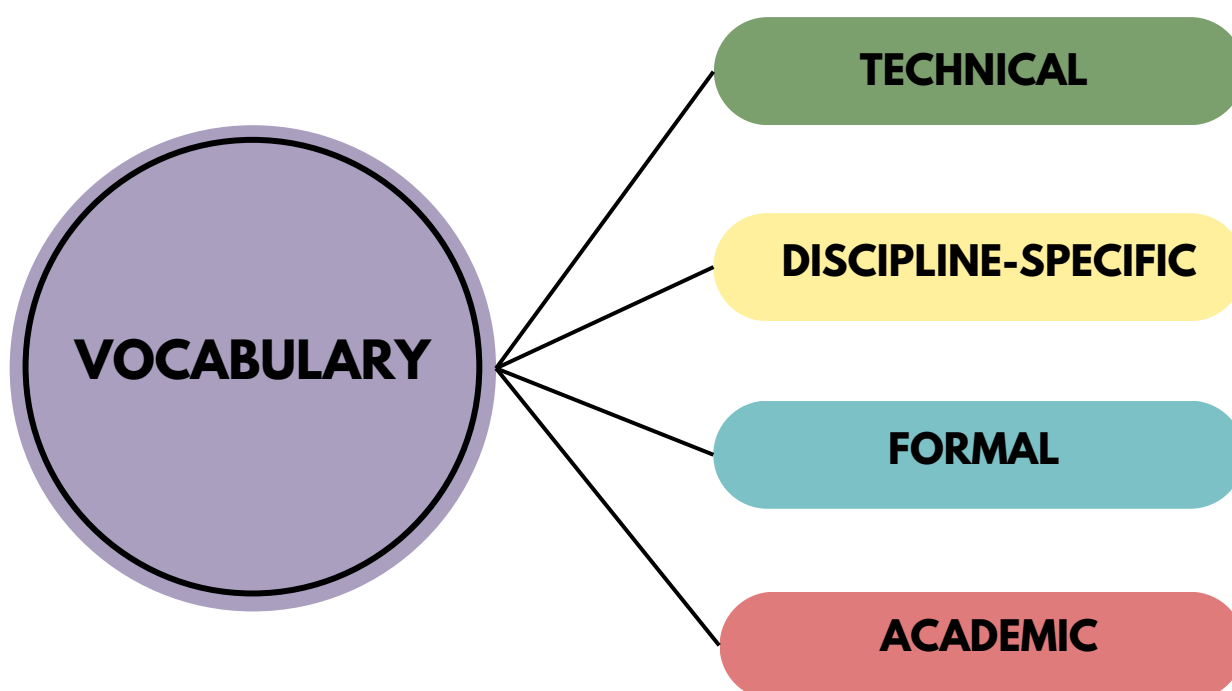
a. In contrast	b. In addition
c. As a result	d. Even so

Answer: 1.b 2.c 3.d 4.a 5.a 6.a

Academic essays in the field of smart campus and waste management innovation may utilize various types of vocabulary to communicate complex ideas and concepts clearly and effectively. Here are some types of vocabulary commonly used in academic essays:

3.2

VOCABULARY



- **TECHNICAL VOCABULARY:**

Technical vocabulary consists of specialized terms and jargon specific to a particular field or subject. For example, in the field of smart campus, technical vocabulary may include terms such as "Internet of Things (IoT)", "smart grids", "intelligent transportation systems", and "energy management systems". In the field of waste management innovation, technical vocabulary may include terms such as "anaerobic digestion", "recycling technologies", "waste-to-energy systems", and "hazardous waste treatment".

- **DISCIPLINE-SPECIFIC VOCABULARY:**

Discipline-specific vocabulary refers to words and phrases that are commonly used in a particular academic discipline or field. For example, in the field of smart campus, discipline-specific vocabulary may include terms such as "sustainability", "energy efficiency", "smart buildings", and "environmental impact". In the field of waste management innovation, discipline-specific vocabulary may include terms such as "circular economy", "waste reduction", "eco-design", and "life-cycle analysis".

- **FORMAL VOCABULARY:**

Formal vocabulary consists of words and phrases that are used in formal writing and are generally more complex and sophisticated than everyday language. Examples of formal vocabulary that may be used in academic essays on smart campus and waste management innovation include terms such as "mitigation", "innovation", "sustainability", "optimization", and "efficiency".

- **ACADEMIC VOCABULARY:**

Academic vocabulary refers to words and phrases that are commonly used in academic writing, regardless of the subject or field. Examples of academic vocabulary that may be used in academic essays on smart campus and waste management innovation include terms such as "significantly", "consequently", "moreover", "inherently", and "notwithstanding".

TEST YOUR UNDERSTANDING



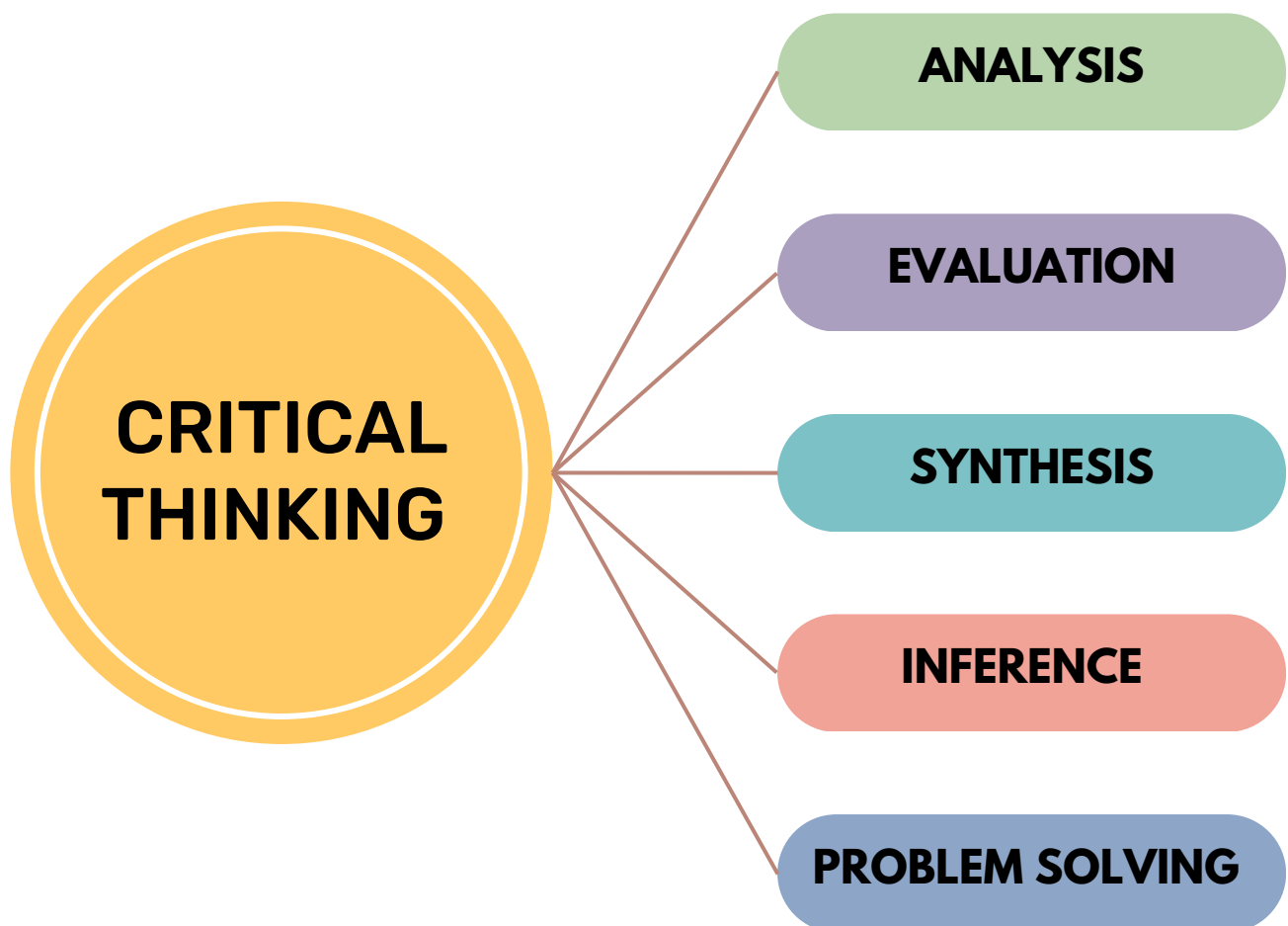
1. Which of the following is an example of technical vocabulary in the field of lean manufacturing?
 - a. Value proposition
 - b. Value stream mapping
 - c. Value creation
 - d. Value chain analysis
2. Which of the following is an example of discipline-specific vocabulary in the field of green technology?
 - a. Innovation
 - b. Sustainability
 - c. Closed-loop systems
 - d. Mitigation
3. Which of the following terms refers to the process of installing a layer of insulation on the exterior walls of a building to improve energy efficiency?
 - a. Cladding
 - b. Flashing
 - c. Sheathing
 - d. Wrapping
4. What is a common term in supply chain management for the process of coordinating and integrating the movement of goods and services from suppliers to customers?
 - a. Warehousing
 - b. Distribution
 - c. Transportation
 - d. Procurement
5. Which of the following is an example of technical vocabulary in the field of logistics?
 - a. Inventory management
 - b. Quality control
 - c. Continuous improvement
 - d. Waste reduction

Answer: 1.b 2.c 3.a 4.b 5.a

3.3 CRITICAL THINKING



There are several elements of critical thinking that are important in academic essays. These elements help writers to evaluate information, consider multiple perspectives, and develop well-supported arguments. The key elements of critical thinking in academic essays include:



1. ANALYSIS

Critical analysis is an essential element of academic writing that involves a thorough examination of an issue, idea, or concept to assess its strengths and weaknesses. The following are the elements of critical analysis in academic essays:

- Identify the key arguments and evidence presented in the sources: This involves identifying the main arguments and evidence presented in the sources used in the essay. It requires a thorough understanding of the sources and the ability to synthesize the information to develop a clear understanding of the issue being analyzed.
- Evaluate the credibility of the sources: Critical analysis involves evaluating the credibility of the sources used in the essay. This involves assessing the author's expertise, potential biases, and the credibility of the information presented in the sources.
- Identify any gaps or limitations in the evidence: Critical analysis requires identifying any gaps or limitations in the evidence presented in the sources. This involves assessing the strengths and weaknesses of the evidence and identifying any potential biases or limitations that may impact the validity of the argument.
- Analyze the arguments presented in the essay: Critical analysis involves analyzing the arguments presented in the essay. This requires assessing the coherence and clarity of the arguments, evaluating the evidence used to support the arguments, and identifying any potential weaknesses or limitations in the arguments.

- Consider alternative perspectives: Critical analysis requires considering alternative perspectives on the issue being analyzed. This involves evaluating different viewpoints and assessing their strengths and weaknesses to develop a well-rounded and objective understanding of the issue.
- Develop a reasoned and well-supported argument: Critical analysis requires developing a reasoned and well-supported argument that is based on a thorough analysis of the evidence. This involves synthesizing the information gathered, identifying the main arguments, and developing a clear and concise thesis statement that is supported by evidence and analysis.

Overall, critical analysis in academic essays involves evaluating the credibility and limitations of sources, analyzing arguments, considering alternative perspectives, and developing a well-supported and reasoned argument. It requires an open-minded and objective approach to evaluating evidence and developing a clear understanding of the issue being analyzed.



2. EVALUATION

Evaluation is an important aspect of critical thinking when writing academic essays. It involves assessing the credibility, relevance, and value of the evidence presented and the arguments made. The following are the elements of evaluation in critical thinking when writing academic essays:

- **Credibility:** Evaluating the credibility of the evidence presented is essential in critical thinking. This involves assessing the expertise and authority of the author or source, and considering any potential biases or conflicts of interest that may impact the validity of the evidence.
- **Relevance:** Evaluation in critical thinking involves assessing the relevance of the evidence presented. This involves considering whether the evidence is directly related to the argument being made and whether it supports the thesis statement.
- **Currency:** It is important to evaluate the currency of the evidence presented. This involves considering how recent the evidence is and whether it reflects current research and understanding of the issue being discussed.
- **Strength:** Evaluation in critical thinking involves assessing the strength of the evidence presented. This involves considering the quantity and quality of evidence presented, as well as any potential limitations or weaknesses in the evidence.

- Logical coherence: Evaluation in critical thinking also involves assessing the logical coherence of the arguments presented. This involves considering whether the arguments are clear, consistent, and logically sound.
- Counterarguments: Evaluating counterarguments is an important aspect of critical thinking. This involves considering alternative viewpoints and assessing their strengths and weaknesses, and then addressing them in the essay to strengthen the argument being made.
- Overall value: Evaluation in critical thinking involves assessing the overall value of the evidence presented and the arguments made. This involves considering whether the evidence and arguments are persuasive, relevant, and valuable in contributing to the understanding of the issue being discussed.

Overall, evaluation in critical thinking when writing academic essays involves assessing the credibility, relevance, and value of the evidence presented and the arguments made. It requires an open-minded and objective approach to assessing evidence and arguments, and a willingness to consider alternative viewpoints and address potential weaknesses in the argument being made.



3. SYNTHESIS

Synthesis in academic essays refers to the process of combining multiple sources of information to support a single argument or idea. It involves integrating and analyzing information from various sources to develop a coherent and well-supported argument. The following are the key elements of synthesis in academic essays:

- **Understanding the sources:** Synthesis requires a deep understanding of the sources that will be used to support the argument. This involves reading and analyzing the sources carefully, as well as identifying the main arguments, evidence, and perspectives presented in each.
- **Identifying connections:** The next step is to identify the connections and relationships between the sources. This may involve identifying patterns, themes, or contradictions across the sources.
- **Developing a thesis:** Based on the analysis of the sources and the connections between them, the writer should develop a clear and concise thesis statement that expresses their argument.
- **Integrating sources:** The writer should integrate the information from the sources into the essay in a way that supports the thesis. This may involve summarizing, paraphrasing, or quoting from the sources.

- Analyzing sources: Synthesis also requires analyzing the sources and evaluating their credibility and relevance to the argument. The writer should consider the strengths and weaknesses of each source and use this analysis to support their argument.
- Developing coherence: The writer should ensure that the essay is well-organized and coherent, with clear transitions between ideas and evidence. This may involve using topic sentences, signposts, or other techniques to guide the reader through the argument.

Overall, synthesis in academic essays requires the writer to carefully analyze and integrate multiple sources of information to support a single argument. It involves developing a clear and concise thesis, integrating sources effectively, analyzing the sources, and ensuring coherence and organization in the essay.



4. INFERENCE

Inferencing is an important element of academic essays, as it allows the writer to draw conclusions and make judgments based on evidence presented in the essay. Here are some key elements of inferencing in academic essays:

- **Evidence:** Inference requires evidence to support the conclusion being drawn. The evidence may come from primary sources, such as research studies, or secondary sources, such as literature reviews or scholarly articles.
- **Logic:** Inference involves using logical reasoning to draw conclusions from the evidence presented. Logical reasoning may involve using deductive reasoning, in which the conclusion is drawn from general premises, or inductive reasoning, in which the conclusion is drawn from specific examples.
- **Context:** The context in which the evidence is presented is important in inferencing. The writer must consider the broader context of the evidence and the relationship between the evidence and the conclusion being drawn.
- **Assumptions:** Inference often involves making assumptions based on the evidence presented. The writer must be careful to identify any assumptions being made and consider whether they are valid.

- **Clarity:** Inference must be clearly communicated in the essay. The writer must clearly state the conclusion being drawn and provide evidence to support it.
- **Validity:** The conclusion drawn through inference must be valid and supported by the evidence presented. The writer must carefully evaluate the evidence to ensure that the conclusion is well-supported and logically sound.

Inferencing is a critical element of academic writing, as it allows the writer to analyze evidence, draw conclusions, and make judgments based on that evidence. By carefully considering the evidence and applying logical reasoning, the writer can develop a strong argument that is well-supported by evidence and analysis.



5. PROBLEM SOLVING

Problem solving is a critical element of academic essays as it involves identifying and analyzing a problem, developing a solution, and presenting the solution in a clear and persuasive manner. The elements of problem solving in academic essays include:

- **Problem identification:** The first step in problem solving is to clearly identify the problem that needs to be addressed. This involves analyzing the issue, identifying its causes and potential consequences, and framing the problem in a clear and concise manner.
- **Research:** Once the problem has been identified, the next step is to conduct research to gather information about the issue. This may involve reading academic journals, consulting experts in the field, or conducting surveys or experiments.
- **Analysis:** After gathering information, the next step is to analyze the data to identify potential solutions to the problem. This involves critically evaluating the information gathered, identifying patterns and trends, and developing hypotheses.

- **Solution development:** Based on the analysis of the problem, a solution or set of solutions needs to be developed. This involves brainstorming potential solutions, evaluating their feasibility, and developing a plan of action.
- **Implementation:** Once a solution has been developed, it needs to be implemented. This may involve developing a timeline, identifying key stakeholders, and allocating resources.
- **Evaluation:** Finally, the solution needs to be evaluated to determine its effectiveness. This involves analyzing the results, identifying any areas for improvement, and making adjustments as necessary.

Overall, problem solving in academic essays involves a systematic approach to identifying, analyzing, and addressing a problem. It requires critical thinking, research, analysis, and communication skills to develop and present a solution that is effective and persuasive.



TEST YOUR UNDERSTANDING



1. Which of the following best describes the purpose of conducting a value chain analysis in supply chain management?
 - a. To identify opportunities for cost reduction in the supply chain
 - b. To evaluate the environmental impact of the supply chain
 - c. To assess the social responsibility of the supply chain
 - d. To analyze the competitive position of the supply chain

2. Which of the following methods can be used to analyze the environmental impact of green technology in supply chain management?
 - a. SWOT analysis
 - b. PEST analysis
 - c. Life cycle assessment
 - d. Force field analysis

3. Which of the following best describes the relationship between supply chain management and green technology?
 - a. Green technology has no impact on supply chain management
 - b. Supply chain management can benefit from the use of green technology
 - c. Green technology is not compatible with traditional supply chain management practices
 - d. Supply chain management is a barrier to the adoption of green technology

4. Which of the following best describes the role of collaboration in synthesizing the use of green technology in supply chain management?
- a. Collaboration is not necessary for the adoption of green technology in supply chain management
 - b. Collaboration can help to identify opportunities for the adoption of green technology in supply chain management
 - c. Collaboration can hinder the adoption of green technology in supply chain management
 - d. Collaboration is only relevant for companies with large supply chains
5. Based on the information provided in the article, what is the most likely reason for the increased use of electric vehicles in supply chain management?
- a. To reduce carbon emissions
 - b. To increase supply chain efficiency
 - c. To decrease transportation costs
 - d. To meet government regulations
6. Based on the data presented in the table, which type of green technology is the most commonly used in supply chain management?
- a. Solar panels
 - b. Electric vehicles
 - c. Biodegradable packaging
 - d. Water conservation systems
7. Which of the following criteria can be used to evaluate the effectiveness of green technology in supply chain management?
- a. Cost savings
 - b. Environmental impact
 - c. Social responsibility
 - d. All of the above

8. Which of the following is an example of an ethical issue that may arise in the use of green technology in supply chain management?
- Misrepresentation of the environmental benefits of green technology
 - Conflict of interest in the adoption of green technology
 - Discrimination in the selection of suppliers for green technology
 - All of the above
9. Which of the following methods can be used to solve the problem of supply chain disruptions caused by natural disasters?
- Use of alternative transportation routes
 - Implementation of contingency plans
 - Use of green technology
 - All of the above
10. Which of the following is an example of a problem that can be addressed through the use of green technology in supply chain management?
- Cost overruns
 - Inadequate inventory management
 - Carbon emissions
 - Employee turnover

ANSWER:

- | | |
|-----|------|
| 1.a | 6.b |
| 2.c | 7.d |
| 3.b | 8.d |
| 4.b | 9.d |
| 5.a | 10.c |

CONCLUSION

In conclusion, proofreading is a crucial part of academic writing, ensuring that written works are polished, error-free, and meet the expectations of the intended audience. The key components of effective proofreading include a focus on writing mechanics, writing conventions, and writing skills.

Writing mechanics involve the fundamental components of writing, including spelling, grammar, punctuation, and syntax. A lack of attention to these elements can lead to errors that distract from the content of the writing, reduce clarity, and negatively impact the overall quality of the work. By contrast, careful attention to writing mechanics helps to ensure that written works are easy to read, comprehend, and engage with.

Writing conventions are the rules and norms that govern academic writing. Proper adherence to these conventions ensures that written works meet the standards of academic discourse and are consistent with the expectations of the field or discipline in which they are situated. Ignoring or disregarding these conventions can result in a loss of credibility, which can be detrimental to the author's reputation and ability to effectively communicate their ideas.

Writing skills are the abilities that writers bring to the process of writing, including critical thinking, research, and analysis. While proofreading does not necessarily involve these skills directly, effective proofreading relies on the writer's ability to use them to identify errors and inconsistencies in their writing. The ability to think critically and analyze one's own work is particularly important, as it enables authors to identify potential weaknesses or flaws in their writing that might otherwise go unnoticed.

In order to effectively proofread one's writing, it is important to adopt a systematic approach that involves multiple rounds of review. This might include an initial review focused on writing mechanics, followed by a review of writing conventions, and a final review that considers the broader context and purpose of the writing. By adopting this approach, writers can ensure that they have thoroughly reviewed their work and addressed any potential errors or weaknesses before submitting it for review or publication.

Overall, proofreading is an essential component of academic writing that enables writers to produce high-quality, error-free work that meets the expectations of their intended audience.

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