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| **Response Paper**  **LAST NAME: Kivumbi**  **FIRST NAME: Harriet Nakiganda**  **PROGRAM CODE: PHGH**  **COURSE CODE: ACA-401D**  **PERIOD NUMBER: 1**  **INSTRUCTOR: DR. GULMA** |  |
| |  | | --- | | **Edit or delete text to show the actual information below:**  *The author applied ☐US conventions of grammar, usage, and mechanics.*  *The student must use Turabian/Chicago parenthetical/in-text references (ideally with Zotero) and confirm below:*  *The author ☐did use Zotero to insert references (remove unneeded text to indicate)*  *The author ☐did use Grammarly Premium (provided by EUCLID) (remove unneeded text)*  *My plagiarism rate (per Grammarly Premium) is:<18%*  *The author used the following software: (e.g., Microsoft 365 on Windows 10)* |   **List your 5-7 key concepts with the page number in the text (then bold these terms in your RP):**   1. Essay Writing (Cleenewerck & Gulma 2021, 6-12) 2. American Vs. British English (Cleenewerck & Gulma 2021, 24-32) 3. Plagiarism (Cleenewerck & Gulma 2021, 33-39) 4. Style Guide, And Why Would I Need One (Cleenewerck & Gulma 2021, 40-42) 5. Latin Abbreviations and Expressions (Cleenewerck & Gulma 2021, 58-62) | | |

ACA-401 Course pack – KEY LESSONS

1. Introduction

My essay is entitled ‘*ACA-401 Course pack – KEY LESSONS.’* I have selected the listed sub-topics to highlight what I have so far learned: Essay Writing; American Vs. British English; Plagiarism; Style Guide, And Why Would I Need One and Latin Abbreviations and Expressions. I am a technical writer; hence, learning from this course pack will not only help me prepare my doctoral thesis and the various response papers with EUCLID, but it will also impart life-long skills to enable me to deliver quality work in my field of choice, ‘*writing.’* Hopefully, I will be writing as an expert for peer-reviewed journals, drafting better technical reports, and even authoring novels, blogs, and much more.

1. LESSONS I HAVE LEARNED (the BODY)
2. Essay Writing

The focus is on academic essays (scholarly writing), which is classified as nonfictional writing linked to academic work; it could be research papers or periodical learning reports, for example, with EUCLID, the major Response Papers. Scholarly writing has zero tolerance for plagiarism, and hence, essays must include citations and references to other works that have informed the report. Scholarly writing answers hypotheses and communicates evidence-based ideas (Cleenewerck & Gulma 2021, 6-12). The reference manual by Cleenewerck and Gulma (sic) presents several ideas and encouragement on how to draft an academic essay, such as starting early and writing and editing up to the final edition. The explanation below, an extract from the Period 1 Guide, presents the essay writing steps in a triangle for a student to easily follow as he or she prepares to hand in the essay.

Step 1 in essay writing is understanding the question and key terms and then getting a point of view to answer the question. The point of view should be evidence-based through researching credible academic literature. I love checking Wikipedia; however, I am often reminded that Wiki is not an academically or scientifically credible source. This implies that peer-reviewed journal sources are preferred. The research process includes taking notes and organizing the writing plan; then, the essay should be shaped into subheadings, the introduction, the main body, and the conclusion. And the drafting of the essay commences.

EUCLID further advises that we keep the draft aside for 1-2 days, then review it and make changes. This sounds logical, as it enables the resting of the mental thinking process in order to create or produce innovative ideas. After these two days, the author must re-edit and redraft the essay. Some of the guidance, though, sounds idealistic and may not be practicable, more so for online studies, like having a friend to review the paper. Additionally, I have been shaping my reports or writing using the acronyms IMRAD (Introduction, Methodology, Results, and Discussion) as my rule of thumb.

1. American Vs. British English

American Vs. British English is another remarkably interesting topic, and more important is that Euclid University supports the use of either. Hence it is of importance to understand what ‘American English’ is, What is ‘British English,’ the commonalities, and how they differ. Cleenewerck and Gulma (sic) assert that ‘*American and British English are both variants of World English. As such, they are more similar than different, especially with "educated" or "scientific" English. Most divergence can be ascribed to differing national histories and cultural development.’*

The cited differences between American versus British English, for example, have been categorized as such: Different Pronunciation, Although Same Spelling e.g., Advertisement (advert, ad), Controversy, laboratory, secretary, leisure, schedule; Different Spelling, Although Same Pronunciation: Axe Vs. ax; plough cf. plow; colour cf. color, centre cf. center etcetera; Same Term, Different but Similar Spelling and Pronunciation; Aluminium cf. aluminum, Polythene cf. polyethylene; and "Politically Correct" References: Seniors; 'older' adults (55 & older) vs. "elderly" or "old" people.

The list comparing American Vs. British English is long, educative, and informative. My view is the section has its worth or value within the Period 1 study guide. It is instructive to us readers or learners, and henceforth, I will have more clarity when I choose the review language option in MS Word, as American or British English. This section helps enrich the style and flow of writing works.

1. Plagiarism

According to (Cleenewerck & Gulma 2021, 34), *‘plagiarism is when the writer uses a source of information without giving credit to the author of that source of information.’* MS Word gives plagiarism synonyms to include ‘copying, stealing, or imitating.’ Plagiarism is rejected in the professional academic world. It points us to the fact that if we are not the original authors, we need to acknowledge the authors and avoid stealing their words or ideas, just quoting, paraphrasing, copying, and pasting without acknowledging them. Additionally, it is plagiarism to have a ghostwriter in academic work and present another writer’s work as ‘own’ work to the professor.

Cleenewerck and Gulma (sic) teach us that when using quotes, paraphrases, statistics/data, or visuals (such as a graph), proper writing etiquette implies that this should be referenced and properly cited. Plagiarism is unethical, an academic offense, and has grave consequences. There are two recommended approaches to referencing: the in-text citation and the list of referenced materials. Should one use both of these at the same time?

For in-text citation, the author (s) name is put in parentheses, along with the page number. The quotations, if short sentences, are presented in quotation marks. However, if the quotation is four or more pages, the writing guidance is ‘use the RP Quote Style,’ which indents the quote. In this case, quotation marks are unnecessary. The list of work cited is the bibliography or reference list, and with MS Word, it is computer generated. However, it also has specific guidance according to the Chicago Manual of Styles/Euclid standards. I am not very clear whether the in-text citation and the list of referenced materials can be used at the same time, or under which circumstances is it acceptable to use either or not both?

1. Style Guide, And Why I Need One

The section on style guides sought to answer questions on what a style guide is, why a writer needs a particular style guide, and What a style guide constitutes (Cleenewerck & Gulma 2021, 40). It presents exciting and yet key learning. No wonder this section is followed by more information on the Chicago Manual of Style (CMS CRIB). However, I will not go into details about the CMS (University of Chicago Press 2017). The section provides exciting information. For the Euclid studies, the guidance quoted below applies:

‘EUCLID recommends the Chicago Rules (Turabian), but other internationally recognized Rules are fine… EUCLID also recommends using American English, but both versions are obviously accepted’ (Cleenewerck & Gulma 2021, 40).

A style guide is a documentation of how the writer should approach the writing; it goes beyond the rules of commas and grammar and enables consistency and rhythm in writing. In addition to the CMS, we were also introduced to the BBC writing manual. Style encompasses some of these aspects: recommended length of sentences, preferred language, UK or US English, for example, headings, line spacing, what font size to use and where and when, the layout, approach to abbreviations and acronyms, layout, and much more.

What I did not pick from the section is the guidance on the acceptable length of a paragraph. Is it 7 or 8 lines or what?

1. Latin Abbreviations and Expressions

This section was to enable us learners to understand common Latin abbreviations used in writing, the meaning of Latin abbreviations used in writing, and the meaning of common Latin expressions. I found it both interesting and educative, as I have used Latin abbreviations and expressions often, and I discovered that I did not know their meaning and their use and that I could opt to use the English meaning, such as e.g., that I could just write ‘*for example*’. I have learned the following, taking examples:

‘Latin abbreviations are appropriate in footnotes, bibliographies, and informal writing (e.g.,)… It is best to create content using "plain language" principles. Plain language (also called plain English) is a writing style that is simple and direct but not simplistic or patronizing. When writing in plain language, use short sentences with simple words. Avoid jargon, acronyms, and abbreviations. In the first reading, plain language should be visually inviting, and logically understandable*’* (Cleenewerck & Gulma 2021, 58)*.*

I realized that MS Word gives Romance as the synonym for Latin. Hence, I investigated further the meaning of the word ‘Latin.’ According to the Merriam-Webster unabridged dictionary, Latin is both an adjective and a noun. It is defined as stated below:

‘Latin,1 of 2 adjectives**:** of, relating to, or composed in Latin, *Latin* grammar b: romance.Latin languages**:** of or relating to that part of the Catholic Church that formerly used a Latin rite**:** of, relating to, or characteristic of the countries or peoples of Latin America. Latin 2 of 2 nouns**:** the Italic language of ancient Rome and**:** an ancient Roman**:** a member of one of the peoples speaking Romance languages especially**:** a person born or living in Latin America’ (Merriam-Webster 2023).

1. Conclusion

Period one was an open assignment, and I selected five concepts from the ACA-401 Course pack, covering Essay Writing, American Vs. British English; Plagiarism; Style Guide Why Would I Need One, and Latin Abbreviations and Expressions. The essay writing section focused on scholarly writing, which answers hypotheses and communicates evidence-based researched ideas informed by peer-reviewed credible works. American Vs. British English was another remarkably interesting topic, and more important is that Euclid University supports the use of either. While the languages have more commonalities, the list comparing American Vs. British English is long, educative, and informative. This section helps enrich the style and flow of writing works. Plagiarism, or when the writer uses a source of information without giving credit to the author of that source of information, is like ‘copying, stealing, or imitating.’ It is unprofessional, unethical, and has grave consequences. Referencing cited materials, using the in-text citation, and the list of referenced materials helps avoid plagiarism.

REFERENCES

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