Academic Writing Workshop

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Agenda

1. Brief Intro.

2. Text Analysis

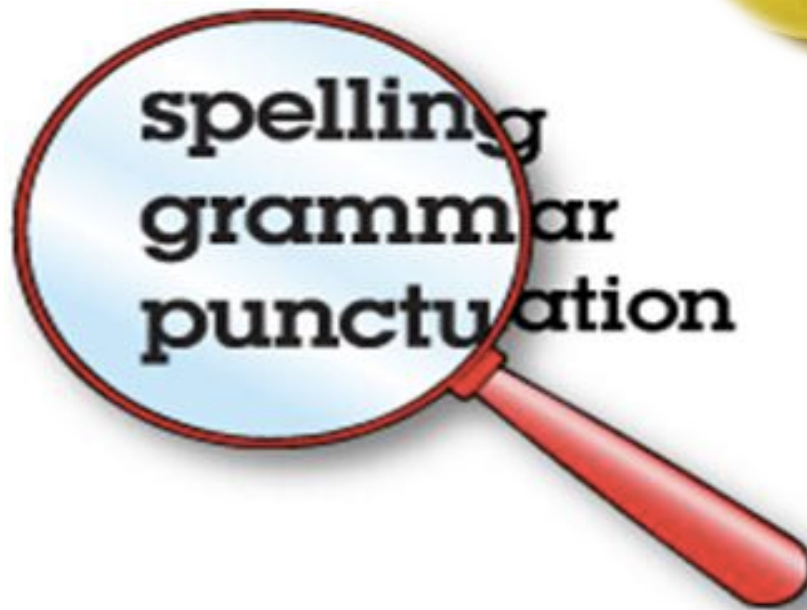3. Key aspects of Academic writing

Analyzing Excerpts

- file://localhost/Users/ismaeilfazel/Desktop/WORKSHOP/To send to Inter. Sts/Texts.docx

phillipmartin.info

- Macro features

- Micro features

Magnifying glass view

Binocular view

Key aspects!

Flow

Flow?

- Establishing a clear connection of ideas

- Statement 1 → Statement 2 → Statement 3…….
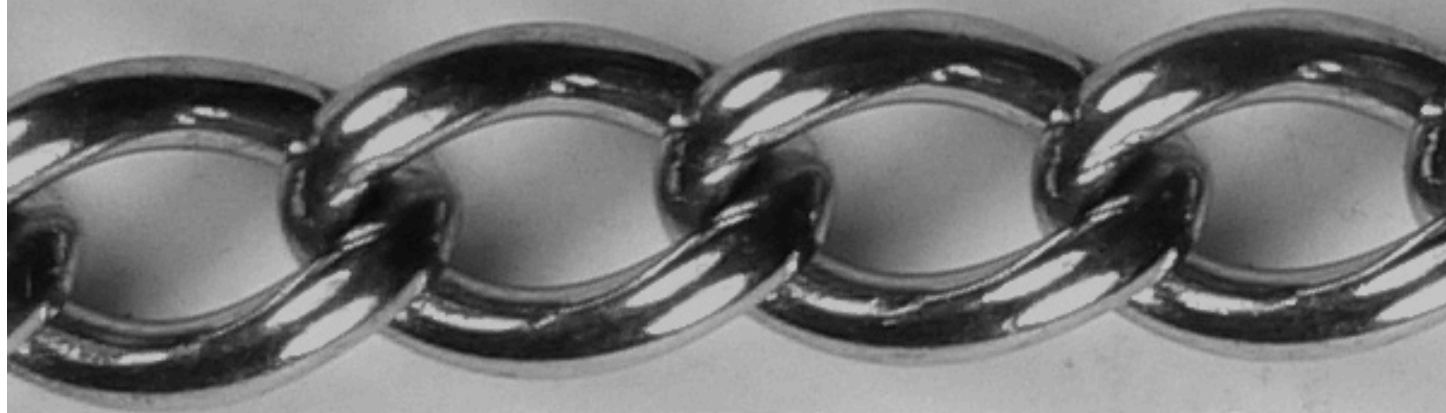
Generally
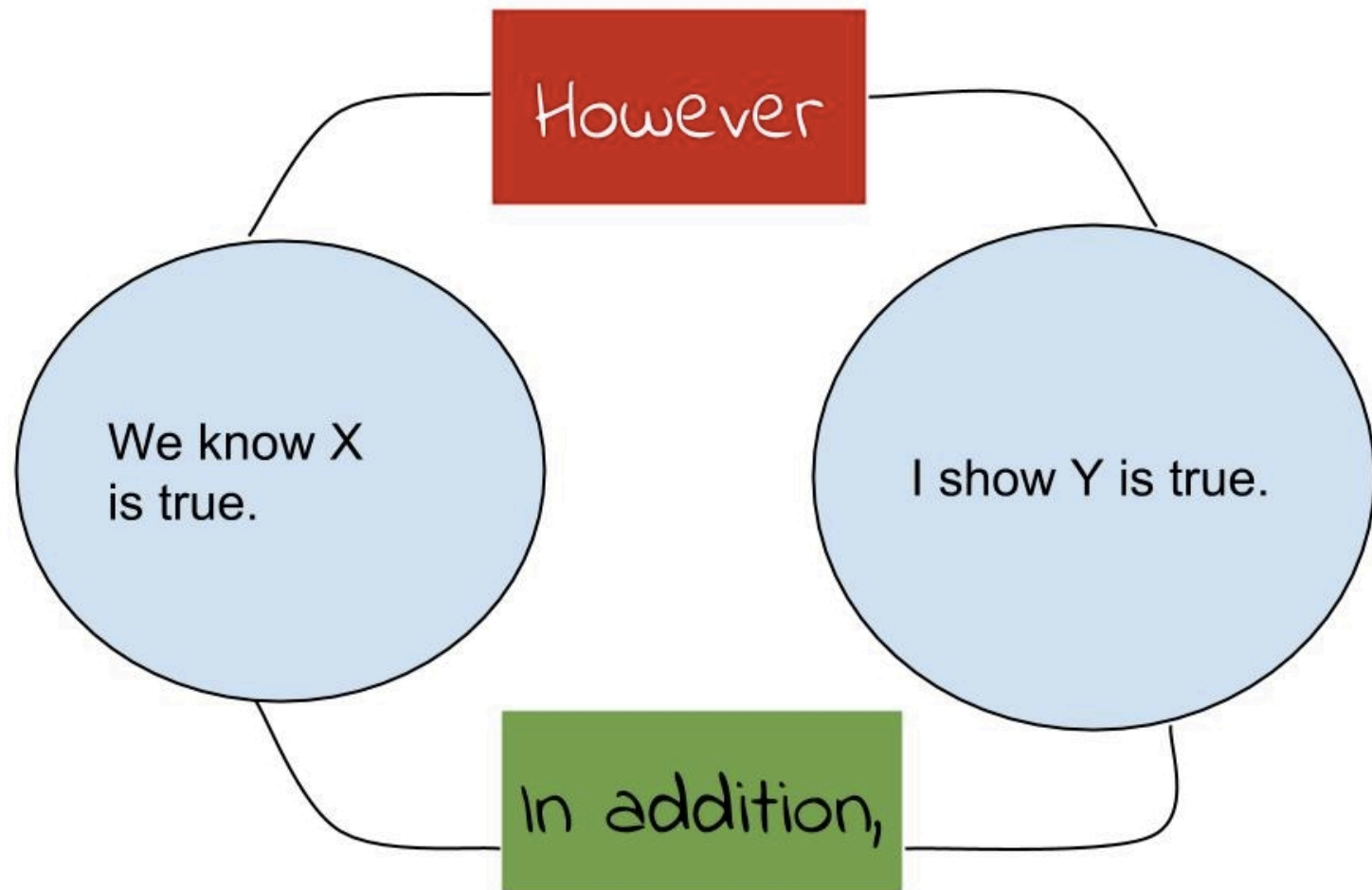
Old-to-new information flow

Sentence 1:

- Starting the text with some familiar info.

Sentence 2

- Repeat some info. from the previous sentence

SENTENCE CONNECTORS

3 main ways to establish flow:

Exact repetition

With some variation (using a synonym or a different part of speech)

This/these + summary NOUN

Exact repetition

- (1)National parks and reserves are protected areas **(PAs)** that play a vital role in conserving biodiversity worldwide.

- (2) Today **PAs** are defined as "areas of land and/or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means" (Dudley and Philips, 2006).

With some variation using a synonym or a different part of speech

- (5) However, given the growing threat of habitat loss, in the 1990s the IUCN began focusing heavily on **conserving and protecting** biodiversity.

- (6) Early approaches to **protection** consisted mainly of discouraging human encroachment.

This/these + summary NOUN

- (6)Early approaches to **protection** consisted mainly of discouraging human encroachment.
- (7) **This strategy** mainly followed a "fences and fines" approach in which people are excluded from protected areas by drawing boundaries and penalized if a boundary is crossed.

- Students need to understand the basic principles of academic writing. This …………….. can greatly help them display their knowledge more effectively.

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	• fully addresses all parts of the task • presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• sufficiently addresses all parts of the task • presents a well-developed response to the question with relevant, extended and supported ideas	• sequences information and ideas • logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary • fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• addresses all parts of the task • presents a clear position throughout the response • presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use • presents a clear central topic within each paragraph	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors

Let's practice ☺

- (1) When we need to complete a task, we often have a rather unrealistic idea of how long it will take to finish it.

- **Which of these possibilities for Sentence 2 seems best? Why? ☺**

(1) When we need to complete a task, we often have a rather unrealistic idea of how long it will take to finish it.

(2a) The planning fallacy (Butler et al., 2002) is something we all have had to face.

(2b) We all have had to deal with the planning fallacy (Butler et al., 2002).

(2c) This phenomenon is known as the planning fallacy (Butler et al., 2002).

(2d) According to Butler et al. (2002), the planning fallacy is faced by everyone.

(3a) We often underestimate the time needed for a number of reasons.

(3b) The planning fallacy exists for a number of reasons.

- (4)?

Readers can reasonably anticipate that Sentence 5 of Version B will focus on how a lack of experience causes people to misjudge how much time they need to complete a task.

- Academic discourse, and especially English academic discourse, has been examined from a number of theoretical perspectives over the past two decades in applied linguistics, particularly at the postsecondary level (e.g., Hyland, 2006), socialization being one of the more recent. Basic questions this latter work addresses are the following:….[Duff, 2010, p. 169).

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Metadiscourse

Making sure you signpost or signal your intentions to the reader ☺

Signposting

- 'Signposts' are found in good academic essays and they will also help the reader to understand the writing more easily.

- They help to link what has already been said with what is about to be discussed.

Incorporation offers several advantages to businesses and their owners. Ownership is easy to transfer. The business is able to maintain a continuous existence even when the original owners are no longer involved. The stockholders of a corporation are not held responsible for the business's debts. If the XYZ Corporation defaults on a $1 million loan, its investors will not be held responsible for paying that liability. Incorporation enables a business to obtain professional managers with centralised authority and responsibility; the business can be run more efficiently. Incorporation gives a business certain legal rights. It can enter into contracts, own property, and borrow money.

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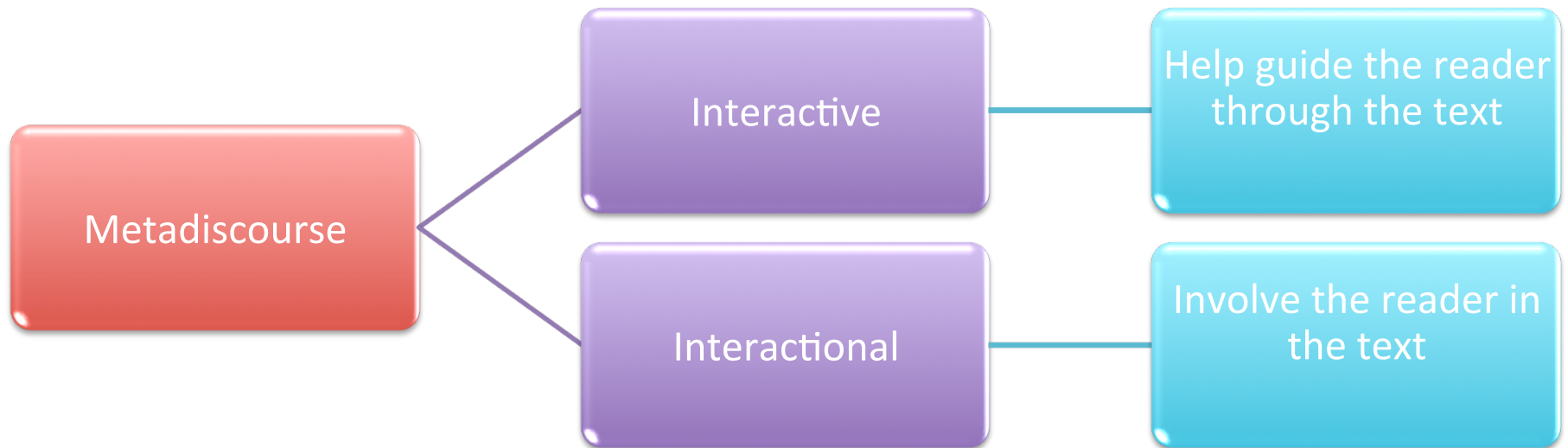
Signposts make your writing flow more smoothly and make it easier to follow.

They mainly tell the reader

- what is going to be said

- what is being said

- what has already been said

- Future projections:
  - In this section, I will discuss…
  - This part will describe……
- Present orientations:
  - At this point,…
  - For the time being,….
- Recapitulations:
  - Thus far, this paper has outlined…..
  - The main purpose of this review has been to …..

Metadiscourse

Interactive — Help guide the reader through the text

Interactional — Involve the reader in the text

Hyland (2005)

1. Interactive

- Transitions:
  - e.g., in addition; but; thus; and
- Frame markers:
  - e.g., Finally; My purpose in this section is
- Endorphic markers:
  - e.g., noted above; in section 2
- Evidentials
  - e.g., according to.
- Code glosses:
  - e.g., namely; in other words; such as

2. Interactional

- Hedges:
  - e.g., might; possible; perhaps; conceivable
- Boosters:
  - e.g., in fact; definitely; it is clear that
- Attitude markers:
  - e.g., unfortunately; surprisingly; correctly; mistakenly
- Engagement markers:
  - e.g., Note; It should be noted that; consider

- "Given the considerable interest in the construct of investment by applied linguistics scholars, this article has three objectives. First, we illustrate the diverse ways in which scholars internationally have been drawing on the construct of investment in their identity research, with a focus on more recent scholarship; second, given the social and economic changes that have taken place since the construct was first developed two decades ago, we draw on theoretical advances to propose a model of investment that integrates identity, ideology, and capital; third, we draw on two comparative research studies to illustrate the ways in which the model might serve as a framework for analysis in language learning and applied linguistics" (Darvin & Norton, forthcoming).

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Introduction

- **General-Specific Openings**

Opening with
1. General statements,
2. Statistics or
3. Definitions

Paragraph unity and coherence

- The one sentence-test☺

Magnifying glass view

Micro features

- Mechanics: grammar, punctuation, consistency, common errors, vocabulary

English Usage

THESAURU

Dictiona

- Springer Exemplar
- http://www.springerexemplar.com/search.aspx?q="notably"&val=subject:education

- Academic phrasebank
- http://www.phrasebank.manchester.ac.uk/

When in Doubt

When
in
Doubt

Check
it
Out

Common criticism given to students is that their essays:

- does not keep to the title that was set;

- has a poor structure;

- is too descriptive;

- does not have enough critical writing.

University of Leicester (http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/writing-essays)

OUTLINE

Draft

Start to put the ideas together and writing.

Revise

Check your work for grammar and/or spelling corrections needed.

Edit

Make the corrections needed!

FINAL WRITE

Once you have made all corrections needed, either re-write or type the final copy you will be turning in.

Thank you for your attendance!

- Darvin, R. & Norton, B. (in press). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics,* 2015.

- Duff, P. A. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics, 30*, 169-192.