



# Today

1. **Sign up for your feedback session**
2. **Problem-Solution**
3. **CaRs model**
4. **Annotated bibliography**
5. **Journal article analysis**

# Assignment 2:

## Brainstorming potential review paper topics

Think of interesting areas of research in your field you would like to explore. Submit 2-4 topics with additional information into this Return box below ensuring the following information is provided:

- 1.The name of each area of research (2-4),
- 2.A simple definition of each area (you may cite references),
- 3.Reasons why each topic is of interest to you (list at least two-three well-founded reasons).

# Your thesis/research topic is to **create an academic conversation**

- Enter an intellectual conversation with others about a specific issue or topic
- How do you start?

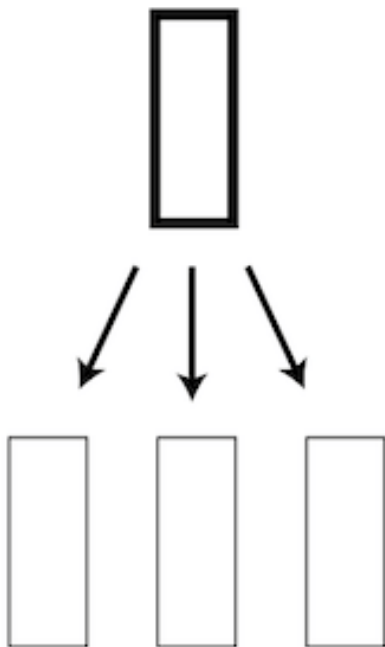
# Discussing your work

- You want to make an argument
- New data about X or you have an idea to add to the current data on X. You can't wait to tell everyone.
- You have a dinner party
- Those invited have worked on the idea X or have a related idea Y
- Those invited have established some of the pieces you need to prove your new idea.
- You can't invite all 100 people who have worked on X.
- Pick 4-6 of the most relevant to your work.
- By the way, what is your work?

# Your job as a writer and researcher

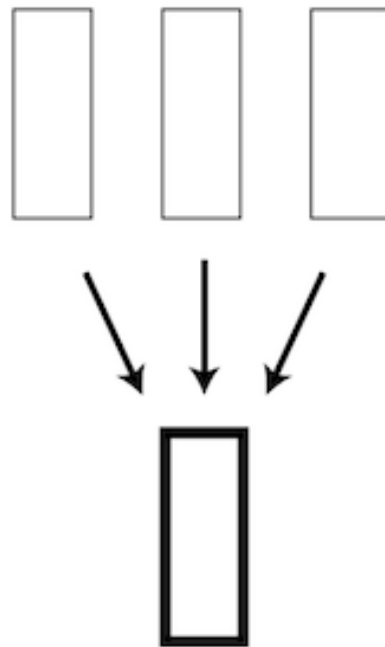
## Analysis

**Analysis** is the job of breaking information down.



## Synthesis

**Synthesis** is the job of building information up.



# Your job as a writer and researcher

Your goal = synthesis (**literature review**).

You are taking a bunch of data points (**evidence**)

Which ones tie together to give you a view of what you are studying?

You can analyse to add to X or present your new idea Y

# The Dinner Party



Who to invite?



Who to highlight and who to  
downplay?



What are the assumptions?

How does this person's work  
contribute to your idea x+x



# Writing is a process

What is the argument?

2. What aspect/perspective of x is spoken about?

3. From what position?

4. Using what evidence

5. What claims are made?

6. What is missing? What do you need or want to know more about?

# A formula to remember

They say \_\_\_\_\_ I say\_\_\_\_\_.

**Example:**

**In discussions of x, a controversial issue is whether \_\_\_\_\_. While some argue x, others contend that Y....**

**However, this is not to say that.....**

# To write better English

We will look at writing not for the content but how it is conveyed.

Templates to help you begin.

Effective sentences convey action with prompts of explanation.

Read aloud

# Present your idea as a response

## Example

X claims that \_\_\_\_\_, and I have mixed feelings about it. On the one hand, I agree that \_\_\_\_\_. On the other hand, I still insist that \_\_\_\_\_.

# Steps

**Identify the issue**

**Map out the other voices**

**Introduce a quote from each voice and explain it.**

**State your own argument**

# Annotated bibliography

“An annotated bibliography provides an overview or a brief account of the available research on a given topic. It is a list of research sources (citations to books, articles, and documents), followed by an annotation.

An **annotation** is a short descriptive and evaluative paragraph, summarizing and evaluating the source.

The purpose of the annotation is to **inform** the reader of the **relevance, accuracy, and quality** of the sources cited”

# Annotated bibliography

What does it include?

1. A brief summary of content
2. A short analysis or evaluation
3. Citation in the correct style

# Steps to write an annotated bibliography

1. Choose your sources
2. Review the items you collected
3. Write the citation using the correct style
4. Summary, evaluation



# **HOMEWORK**

## **Assignment 3: An annotated bibliography**

# Features of Academic Style

- How to improve your academic English?
- Be aware of **key elements of style**
- Begin to **pay attention** to how academic English works **in your field of study**
- You can use these slides as a checklist when you are editing your writing

# Basics of academic style (practice on Online modules)

1. Verb shift
2. Avoid contractions
3. Avoid idiomatic language
4. Use more appropriate negative forms
5. Use nominalization
6. Limit run-on expressions
7. Avoid addressing the reader as you

# Basics of academic style (practice on Online modules)

8. Be impersonal
9. Limit the use of direct questions
10. Place adverbs within verbs
11. Be cautious
12. Avoid vague expressions
13. Avoid flowery terms
14. Avoid generalisations

# Verb shift to formal

## 1. Choosing the correct verb

a verb shift from everyday to formal:

**Informal:** The company will **keep on going** as long as possible.

**Academic:** The company will **continue** as long as possible.

The rule to apply: **Phrasal/prepositional verbs** need to change into **one-word verbs**.

Put up with → tolerate

Keep up → maintain

# Stick to formal style

2. Avoid contractions: **can't** -> cannot; **they'd** -> they had
3. Avoid colloquial language

Informal: They dispatched **a lot of** application forms.

Academic: They dispatched **numerous** application forms.

4. Use more appropriate negative forms

Not... Any -> no

Not...Much -> little

Not... many -> few

# Combine to be brief

## 5. Use nominalization

- We can represent one event as causing another event in a single clause. It is very common in academic writing to use a noun to represent an event instead of a verb. (This is nominalization)
- Example:
- **2 things:**
- JIT stock control was adopted. This was because of its greater efficiency.
- **Nominalisation:**
- The adoption of JIT was due to its greater efficiency.

# Leave unnecessary pronouns out

6. Limit the use of “run-on” expressions; *such as, so forth* and *etc.*

7. Avoid addressing the reader as “you”. Compare these:

- *You can see the results in Table 3.*
- *The results can be seen in Table 3.*

8. Be impersonal

Avoid overusing personal pronouns “*I*”, “*we*”, “*you*”

- NB!! This varies across disciplines. For example, “*we*” is common in sciences when using team reporting.



# Be indirect in questions

9. Limit the use of direct questions. Use indirect expressions instead. Compare these:
- Direct: Why has antibiotic use increased?
  - Indirect: It remains unclear why antibiotic use has increased.
10. Place adverbs within verbs
- Informal: The new system was introduced **slowly** (adverb at the end).
  - Academic: The new system was **slowly** introduced.

# Hedging and uncertainty

## 11. Be cautious

- In academic English, ***hedging language*** is often used to indicate the degree of ***uncertainty***.

### Examples:

- Appear to... Seem to... Tend to...
- May... Might...
- Possibly... Probably... Apparently... Generally...
- The evidence suggests that...

# Be accurate

12. Avoid vague, meaningless terms

- Thing -> what is a “thing”?
- Huge -> How large, really?
- Everybody knows -> Really? Do not assume
- Big, lots of -> too simple, find an accurate term

# Get the language straight

## 13. Avoid flowery terms

- E.g. *happy/ beautiful / lovely/ good thing/ bad thing*
- Use a suitable and more formal synonym instead or avoid completely

## 14. Avoid generalisations

- Everyone
- Everywhere
- Never
- Always
- All

# Use of passive form

- **PASSIVE**

- First, the virus strains most likely to cause disease **are identified** and three **are selected** for vaccine developed. The virus samples of each selected strain **are injected** into separate batches of eggs to amplify the amount of virus.
- -> Focus is on the **steps of the process**

- **ACTIVE**

- First **the researchers** identify the three virus strains most likely to cause disease and select three for vaccine development. **Technicians** inject virus samples of each selected strain into separate batches of eggs to amplify the amount of the virus.
- -> Focus is on **WHO** is performing the work, not the process

# Check the handouts on MyCourses

- Use as guidelines when you start writing.
- Polish your writing style after you finish

# Your thesis/research topic is to **create an academic conversation**

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# HOMework

## 1. Assignment 4: Article Analysis Task

- Choose one representative academic journal article from your field of study
- Complete the form and bring to the next class

## 2. Online modules

### Article analysis task

Author(s) and title of paper, date of publication:

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Fill in and write examples. Use your knowledge of common academic writing from your field of study.

You can either print and write by hand, then scan this file OR edit the file by typing directly.

| Does the article contain examples of:                  | YES | In what part(s)?<br>Give one or more examples where. | NO | Do you think this is typical? (Yes, no, unsure) |
|--|-----|--|----|---|
| I / we   |     |  |    |   |
| contractions e.g.<br><i>they'd , hadn't</i>            |     |  |    |   |
| more formal negatives                                  |     |  |    |   |
| <del>etc.</del> <i>and so forth, and so on</i>         |     |  |    |   |
| Addressing the reader as you                           |     |  |    |   |
| Indirect questions                                     |     |  |    |   |
| May, appear to, or other language to soften the point. |     |  |    |   |
| Passive voice  |     |  |    |   |