

LCA-1020 Academic Communication

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Today

1. **Sign up for your feedback session: add a comment to show if you want it to be on Zoom or in classroom when you book**
2. **Journal article analysis**
3. **Annotated bibliography**
4. **Academic Style**

Task 1: Journal Article Analysis

Discuss and participate in Forum

Article analysis task

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

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)? Give one or more examples where.	NO	Do you think this is typical? (Yes, no, unsure)
I / we				
contractions e.g. <i>they'd , hadn't</i>				
more formal negatives				
<i>etc. 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				

Discuss your Assignment 2 in groups: 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?

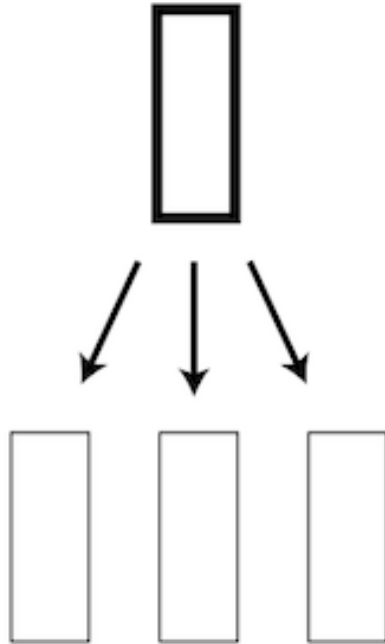
Discussing your work

- 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

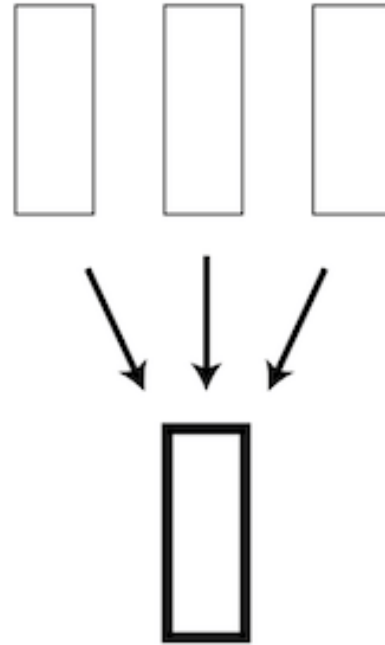
Analysis

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

Writing suggestions

- Watch the video and the handout folder for different structures in writing
- Decide on which structure you'll use in your writing
- Academic style – check your language
- Polish your writing style after you finish

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

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HOMework

- **Assignment 3:** An annotated bibliography
 - ✓ Choose your sources (max. 3)
 - ✓ Review the items you collected
 - ✓ Write the citation using the correct style
 - ✓ Summary, evaluation
- **Assignment 4:** Outline of review paper with topic descriptions
 - ✓ After you watch the video and read the handouts of different writing models, how will you plan your paper?
- **Assignment 5:** Review paper INTRODUCTION
 - ✓ Start writing your introduction. Bring it to the class next time.
 - ✓ Bring your laptop next time