Academic writing

Evy Ølberg
Erika Rolfsnes
November 4th, 2019
★ Writing process
★ Structure
★ Academic language
★ Citing and referencing

That thing you are still supposed to be writing. From “Piled higher and deeper,” by J. Cham, 2015 (http://phdcomics.com/comics/archive.php?comicid=1832).
Writing warm-up
Freewriting

Sheet of paper
Pick a writing prompt from the next slide
Write continuously for 5 minutes

Post-it note
Every time you stop, write down the reason (no matter what it is)

● Are you the same person on social media as you are in real life?
● Does your digital life have side effects?
● Should we feel guilty when we travel?
● Are you a procrastinator?
● Do we still need libraries?
● Where is your place of solace?
● What are your best tips for studying?
● How much of a priority do you make sleep?
● Is social media making us more narcissistic?
● How do you know if what you read online is true?
What were your reasons for stopping?

1. Look over and discuss your reasons for stopping
2. Discuss what you can ‘do’

Reason | Solution
--- | ---
Stuck for a word or spelling | Put in an ellipsis (…) or BLAH - and move on
Searching for ideas | Jot down ideas/ brainstorm before you write
Feelings of discomfort | Do you like quiet or noise, bright lights, etc.? Were you hungry, tired?
Thinking about what others are doing | Try a study carrel or location with few distractions
Wanting it do it ‘right’ | Save perfection for later - just write!

Writing process
From topic to final text

Choose a topic

Find/read relevant literature

Thesis statement/research question

Outline/structure

Data collection & analysis

Write a first draft

Feedback

Edit

Proofread
How to get started and keep going

- Freewrite
- Pomodoro technique
- Brainstorm (mind map/outline)
- Timeline
Pomodoro technique

to structure your writing sessions

1. Make a task list
2. Set a timer for 25 minutes
3. Work until the timer rings
   (no checking messages/social media 😄)
4. Take a short break (5 minutes)*
5. Cross out completed tasks

*Take a longer break after every 4th “pomodoro”

Focus Keeper app
Structure

Content knowledge 60%

- The research topic or question is clearly presented.
- There is a clear and well-developed progression of ideas throughout the paper. The students are expected to have read beyond the course syllabus, which should be reflected in their paper. The students present an in-depth knowledge of the topic.
- The topic is addressed in appropriate depth and the students have discussed at length referring to a variety of sources and viewpoints.
- The topic is written about clearly and analytically. The students are insightful in their approach to the topic.

Overall written production & appropriateness of format 15%

- Can consistently write clear, well-structured texts related to the course description, underlining the relevant salient issues, expanding and supporting points of view at some length, with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
- Can write in an academic style, synthesising and evaluating information and arguments from a number of sources, appropriate to the reader in mind.
- References for sources are provided and are correct and consistent.
- Layout, paragraphing and punctuation are consistent and helpful.
I  D&P  C

Introduction
Describe & present
Conclusion

Structure/Academic writing
The sections of the paper are clearly marked using headings
References are used appropriately and all sources are listed in a reference list
Introduction

- Brief presentation of your research question/topic and why you chose it
  (your voice)

*Introduction*: the research topic or question is clearly introduced with a brief rationale for why it was chosen.
Describe & present

- The heart of your paper
- Neutral & straightforward (just present & describe, no evaluation)
- Clear & concise (limited number of words available)
- No personal experiences, beliefs, views

The body of the assignment: the research topic/question is discussed clearly, concisely, analytically and in depth with a clear development of ideas throughout the paper.

Students are expected to also read beyond the required reading in the course syllabus for this paper.
Conclusion: there is a brief conclusion about how you expect this new in-depth knowledge to support your learners. Do not start to build activities/lessons at this stage.

**Conclusion**
- Brief conclusion
- What will you take with you?/ How will you use this new information in your own classroom?
- No activities/lessons
  (your voice)
Books
Learn
Conversations
Words
Vocabulary
Grammatical accuracy, Coherence & Cohesion, Propositional precision 15%
Vocabulary control: vocabulary range/spelling/contractions 10%
Academic language

- Precise!
- Clear and direct
- Concise sentences
- Avoid conversational language such as similes and metaphors
- Avoid contractions (e.g., use do not instead of don’t, it is instead of it’s, etc.)
Beauchamp and Childress [18, p.123] have argued that . . .

. . . as reported by Nguyen [7, p. 244].
Transitional words and phrases

Accordingly
Conversely
Finally
Furthermore
Hence
Moreover
Nevertheless
Next
Now
Otherwise
Second/secondly
Similarly
Specifically
Then
Therefore
After all
As a result
At the same time
For example
For instance
For that reason
In addition
In conclusion
In fact
On the contrary
On the one hand
On the other hand
To clarify
To illustrate
To summarize
Reference style?
http://kildekompasset.no/english

The Citation Compass
Avoid plagiarism

References
- APA 6th
- APA 6th for footnotes
- Chicago 16 A
- IEEE

Source evaluation
- Books
- Scientific articles
- Webpages
- Works of reference
- Public documents
- Newspapers

Legislation
- Use of archive records
- Copyright
- Design
- Patent
- Trademark
<table>
<thead>
<tr>
<th>Sort</th>
<th>All</th>
<th>Article</th>
<th>Book</th>
<th>Internet</th>
<th>Official publication</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anonymous newspaperarticle</td>
<td>Author with several publications same year</td>
<td>Blog entry</td>
<td>Book with editor</td>
<td>Book with one author</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book with three-five authors</td>
<td>Book with two authors</td>
<td>Chapter in edited book</td>
<td>Compendium</td>
<td>Conference paper - abstract found online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-book</td>
<td>E-mail</td>
<td>Image found online</td>
<td>Image from printed source</td>
<td>Journal article with six or seven authors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journal article with one author</td>
<td>Journal article with three-five authors</td>
<td>Journal article with two authors</td>
<td>Norwegian laws and regulations</td>
<td>Master's thesis</td>
<td></td>
</tr>
</tbody>
</table>
Chapter in edited book

In the text
Author, year, pages

(Peduzzi, 2016, p. 74)

In the reference list


In EndNote
Add as "Book section".

Fill out the fields Author, Year, Title, Editor, Book title, Place published, Publisher, Pages.

Psst! Our Q&A answers most questions
Direct quotations
(exact wording)

- Exact wording (whatever the length) must be acknowledged
- Enclose the copied text with quotation marks (or indent as a block quotation)
- In-text citations & reference list
Direct quotations

“As teachers we need to remind ourselves that making mistakes is an important part of the language learning process” (Munden & Myhre, 2015, p. 70).

“Even though the process of learning enough words and expressions, their form, meaning and use, is a daunting task, it is important to celebrate what learners manage to do when they communicate in English,” note Flognfeldt and Lund (2016, p. 32).

Cameron and McKay (2010) suggest that “even in a situation with a tight curriculum or assessment schedule, small choices can be given, and can be motivating for children as a change from being told exactly what to do” (p. 15).

As pointed out by Fenner and Ørevik (2018), “A main challenge for teachers is to keep a critical view on texts and tasks, assessing their potential in helping the students achieve the competence aims of the subject” (p. 357).
As illustrated by Williams (2013):
Where teachers are concerned to embed language through repetition, it is important to note that drama offers rich and apparently natural opportunities for learning through repetition in the form of rehearsals. Drama also offers prime opportunities to showcase language learning as performance before an audience of fellow pupils, peers or family. (p. 118)
Omitting & inserting

- Use an ellipsis (three spaced periods) to condense a passage
- Use a period + an ellipsis to leave out a sentence
- Use [sic] to indicate an error
- Use brackets [  ] to insert your own words

“What it [poetry] offers is to keep open a path to the mysterious silence we came from: the realm of awakening and discovery” (Husabø, 2013, p. 55).
As Lipson (2004) warns, “When you paraphrase an author’s sentence, don’t veer too close to her words. That’s plagiarism, even if it’s unintentional and even if you cite the author” (p. 43).

Lipson (2004) notes that to avoid plagiarism, proper paraphrasing entails more than citing the source. It is critical to use wording that is truly different from the original (p. 43).
Paraphrasing steps

1. Reread the passage until you fully understand it
2. Look away or hide the original passage
3. Write the paraphrase/summary
4. Check your paraphrase/summary (and revise if needed)
5. Cite the source
Citing 3-5 authors

All authors first time you cite


First author + “et al.” for subsequent in-text citations

Pennington-Gray et al. (2005) have suggested “. . .” (p. 267).

“. . .” (Pennington-Gray et al., 2005, p. 267).
Citing more than one work

Works by the same author(s):
(Danbolt, 2009, 2011, 2014)

Works by same author(s) with same publication date:
(Nielsen, 2013a, 2013b)

Works by different authors:
(Danbolt, 2009; Juell & Norskog, 2006)
Secondary references

- Try to obtain the original source whenever possible
- **In-text:** name the original source & cite the secondary source
- **Reference list:** provide the secondary source

“There is an inherent paradox here. If change increases the risk of failure, why do organizations ever try to change?” (Haveman, as cited in Dahlin, 2014, p. 67).

“Field method is more like an umbrella of activities beneath which any technique may be used for gaining the desired knowledge,” according to Schatzman and Strauss (as cited in Nordby, 2015, p. 304).


Electronic sources

**Digital Object Identifier**
Donnelly, W. B., & Roe, C. J. (2011). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher, 64*(2), 131–136. [https://doi.org/10.1598/RT.64.2.5](https://doi.org/10.1598/RT.64.2.5)

**URL**


*Remember to check citations for accuracy before including them in your work.*
Organizing and the Process of Sensemaking


Citation style:
- APA 6th - American Psychological Association, 6th Edition

Select then "copy and paste" the citation into your document.

Consult RefWorks style guidelines to check the accuracy and completeness of your citation.
Final suggestions
Common formatting requirements

- Times New Roman, font size 12
- 1.5 spaced
- Numbered pages
- Cover page
  Typically includes: university, faculty/institute, course name/code, semester & year, date, name(s)/candidate number(s), title of assignment/paper, number of words
- Table of contents page
- Headings and subheadings (but not too many!)
- Correct referencing (in-text and reference list)
- 2500 words (+/-10%)
Revision- one of the keys to a good paper

Levels of revision

I. Focus
What is my main argument/claim?
How can I improve the clarity of my argument/claim?

II. Arrangement of ideas (form)
Logical division between sections
Organization of paragraphs within each section
Overall cohesion

III. Expression of ideas (style)
Sentences, phrases, choice of words

IV. Mechanical correctness
Spelling and punctuation
Reference list, citations, footnotes
Formatting and layout

How to keep writing?

● Postpone perfection. You can always rewrite!
● Divide your paper into smaller, more manageable parts.
● Make small goals!
● Make routines for writing (e.g., location, time of day)
● Reward yourself along the way
● Stop before you get stuck and write down suggestions and keywords for how you plan to continue
● Write down any thoughts and ideas you think of so you don’t lose them
● Write multiple parts at a time
● Write even though you don’t feel up to it, don’t wait for inspiration

Relevant software

EndNote X9

Zotero

Microsoft Word
Services & useful websites

Study Lab
student.uis.no/library/studylab/

Learning Support Center
student.uis.no/library/lsc/

Citation Compass
kildekompasset.no/english

Academic Writing Podcasts
www.akademiskskriving.no/english/

Viko
ntnu.edu/viko/
Good luck!

https://libguides.uis.no/LSS

* Try Firefox if you are unable to open this website from home