

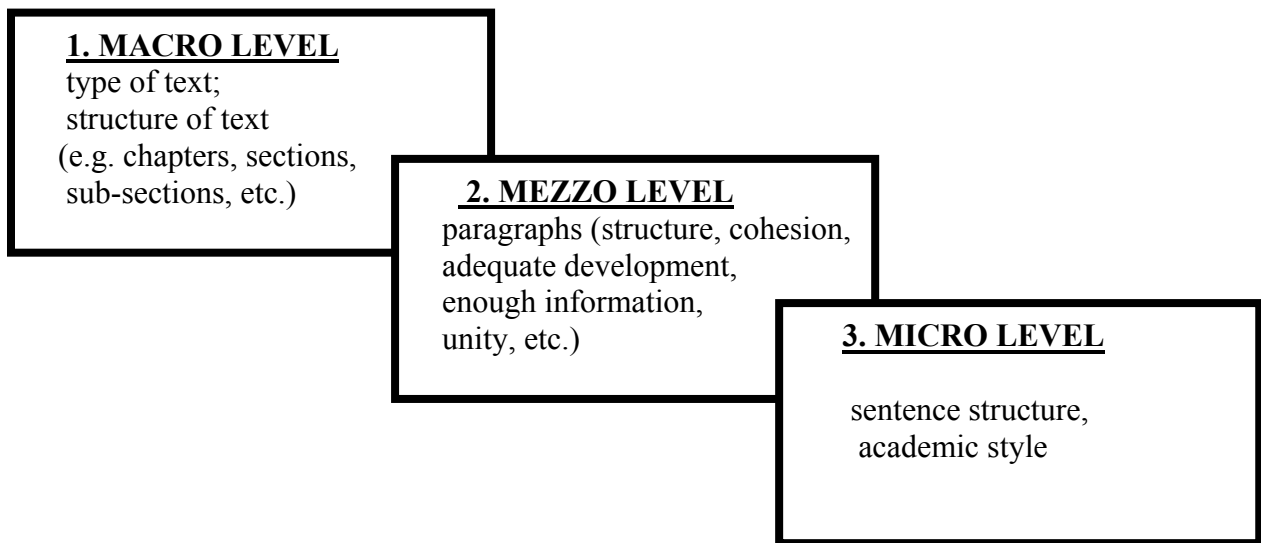
MASARYK UNIVERSITY
Dept. of Foreign Languages

POSTGRADUATE ACADEMIC WRITING COURSE

SESSION 4

1. SESSION 4 PLAN

2. SESSION 1, 2 & 3 SUMMARY



(Adapted from Alison Brown, 2007)

3. Work in groups of three or four and comment on your writing experience. As a group, try and agree on two or three points that caused you biggest problems; and, on the other hand, what you enjoyed most.

1. TEXT TYPES

1.1.

Match the following sentences with adequate text types.

TEXTBOOK JOURNAL ARTICLE MAGAZINE ARTICLE DOCTORAL THESIS

- a) The text is probably a quality piece of work and can be of great interest to the academic community, however, it is usually not very easy to make it publishable.
- b) The authors of the text are paid by the publishing company to write about what somebody else is doing in a style suitable for general but targeted audience.
- c) Its purpose is to distribute highly specific knowledge to experts and students.
- d) It is a publication produced according to the demand of educational institutions.
- e) Its purpose is to make money by supplying a platform to advertisers who want to reach a particular audience.
- f) The text is reviewed before published by a peer review board or a panel of experts that decides which submissions can be identified as trustworthy sources and are acceptable for publication.
- g) This is a long text where the author provides detailed evidence and justification regarding what was or was not done, or considered, in a research project in order to back up the ultimate conclusions that are offered.
- h) It is a publication used for the formal study of any branch of study.

(Adapted from: <http://jerz.setonhill.edu/writing/academic/sources/journals/index.html>; Robert Q. Pollard Jr. 2005; http://jerz.setonhill.edu/writing/academic/sources/journals/vs_magazines.htm; <http://gradpsych.apags.org/mar06/dissertation.html>)

2. TEXT STRUCTURE

2.1. WHAT IS THE STRUCTURE OF AN ACADEMIC TEXT?

1. What are the basic/ "compulsory" parts of every academic text?

2. What parts do academic texts usually consist of?

3. What parts can academic texts consist of?

4. Why do we include these parts?

2.2.

With a partner (preferably not a specialist in your field) work through the following points and try to outline a working description of the structure of your thesis.

The Story of a Thesis:

I work in/know of a situation where _____ (background information: Chapter 1 – introduction)

This is important because _____ (main issue: Chapter 1 – introduction)

So I intend to _____ (aims: Chapter 1 – Introduction)

Researchers believe/used to believe that this issue _____ (Chapter 2 – literature review, or first part of subsequent parallel chapters)

But I think that _____ (review of aims: Chapter 3 – methodology, or second part of subsequent parallel chapters: argumentative evidence may be integrated to some extent within the literature review)

So I use this method/theory to do some research _____ (Chapter 3 – methodology, continuing second part of parallel chapters)

And I have found that (my) argument suggests that _____ (Chapter 4 – results, or 3rd part of parallel chapters)

This means that _____ (Chapter 5 – discussion, or 4th part of parallel chapters)

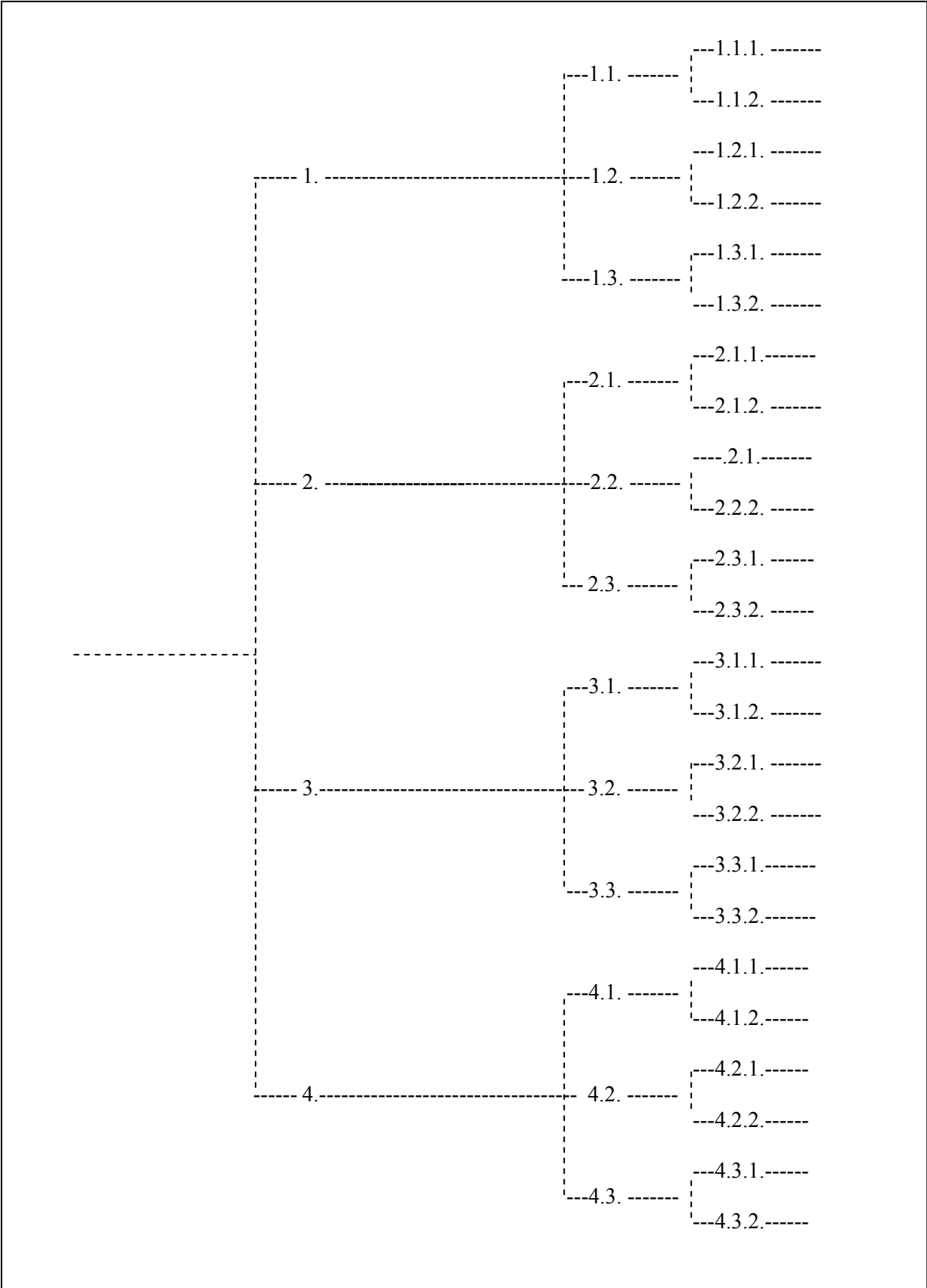
At this stage, depending on how many chapters you plan to write, it may be useful to include an overall discussion/analysis chapter to tie together previous parallel chapters.

Overall, this is important because _____ (Chapter 6 – conclusion, or whatever your final chapter number is)

But I would still recommend that _____ (Chapter 6 – conclusion, or final chapter)

(Source: Adapted from <http://www2.ems.uq.edu.au/phdweb/phfaq02.html> in Morgan, J., 2007)

2.3. Planning diagram



(Adapted from: Brooks and Grundy, 1990:92 in Morgan, J., 2007)

2.4. Thesis planner

(See: materials John Morgan)

2.5.

Fill the gaps in the table below with the missing comments:

Features across the IMRD section

high (5x)	inside out	low (4x)	outside-in
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<i>Feature</i>	<i>I</i>	<i>M</i>	<i>R</i>	<i>D</i>
Movement of information (Hill et al.)	narrow	narrow
Present tense (Hesolt)	low	high
Past tense (Hesolt)	fairly low	very	very high	fairly low
Passive voice (Hesolt)	variable	variable
Authorial comments (Adam Smith)	very	very

(Adapted from: Swales, J.M. 1990. *Genre Analysis*. CUP.)

2.6.

Think of the differences between PhD thesis writing and journal article writing. Look at the contents of the following academic texts and identify which are structures of theses and which of articles.

1. Visual-motor performance and its association with minor neurological dysfunction in children born preterm

Abstract	Empirical part
Introduction	6. Goals of the study
Overview of the dissertation	7. Method
1. What is prematurity	7.1. Participants
1.1. Long-term sequelae of preterm birth	7.2. Procedure
1.1.1. Motor development and its association with cognitive abilities	8. Results
Visual development	8.1. Quantitative measures
Behavioural development	8.2. Qualitative measures
2. Minor Neurological Dysfunction	8.2.1. Guidance of movement
3. Bases of observed dysfunctions	8.2.2. Type of grip
3.1. Impact of early injury/exposure on later development	8.2.3. Finger configurations
4. Theories of different visual subsystems	8.2.4. Quality of the lift and block movement
4.1. Underleider and Mishkin's distinction ('what' and 'where')	8.2.5. Analysis with respect to the presence/absence of MND
4.2. Goodale and Milner's theory ('where' vs. 'how')	9. Interpretation of the findings
4.3. Semantic vs. pragmatic	10. Discussion
4.4. Different susceptibility of the two streams ...?	Conclusion
5. Object-oriented movements - grasping	Appendix
	References

2. The Czechoslovak Policy led by Edvard Beneš and the first Restoration Attempt of Charles Habsburg in Hungary in the Spring 1921

1. Abstract
2. The Royal Question as a Reactionary Factor of the Interior- and Foreign Political Consolidation of Hungary and its Position in Czechoslovak-Hungarian Relations (A Brief Introduction to the Problem)
3. The Course of the First Restoration Attempt of Charles Habsburg and Czechoslovak Anti-Habsburg Diplomatic Offensive
4. Notes

3. Access to justice: a deconstructionist approach to horizontal direct effect

- | | |
|--|--|
| Summary | 6 - The Legal Position of HDE – Is A Change Possible? |
| 1 - Introduction | 7- Evidence from Workers |
| 2 - Access to Justice | 7.1 - Awareness of Employment Rights |
| 3 - Arguments for HDE | 7.2 - Perception of Protection From Rights |
| 4 - Practical Need for HDE | 7.3 - Awareness of EC Based Laws |
| 5 - Arguments For Non-Application of HDE | 7.4 - Membership of Trades Unions |
| 5.1 - Argument 1 – The Wording of the EC Treaty (Article 249 EC) | 7.5 - Workers' Confidence in The Advice Provided |
| 5.1.1 - Counter Argument 1 – The Wording of the EC Treaty (Article 249 EC) | 7.6 - The Issue of Costs in Pursuing A Remedy |
| 5.2 - Argument 2 - Unfair Burden on Non-Legislators | 7.7 - Workers' Claims Based on Their Employment Rights |
| 5.2.1 - Counter Argument 2 - Unfair Burden on Non-Legislators | 7.8 - Necessity for HDE Derived From Workers' Evidence |
| 5.3 - Argument 3 - Uncertainty of Which Law To Follow | 8 - HDE's Effect on Access to Justice |
| 5.3.1 - Counter Argument 3 - Uncertainty of Which Law To Follow | 9 - ECJ Movement Towards HDE |
| 5.4 - Argument 4 - The Distinction Between Directives and Regulations Would Become Blurred | 10 - Need for HDE - The Advocates-General's Views |
| 5.4.1 - Counter Argument 4 - The Distinction Between Directives and Regulations Would Become Blurred | 11 - Conclusions |
| 5.5 - Argument 5 - The Individual Has Other Remedies Available | Bibliography |
| 5.5.1 - Counter Argument 5 - The Individual Has Other Remedies Available | |

4. Lessons from the Sam Hinga Norman Decision of the Special Court for Sierra Leone: How Trials and Truth Commissions can Co-exist

- A. Introduction
- B. Purposes of Trials and TRCs: A theoretical perspective
 - I. The TRC Process
 - II. The Trial Process
 - III. Synergies between the Trial and TRC Processes: Their overlapping objectives
- C. Case Study: Sierra Leone and the Hinga Norman Decision
 - I. The Country Context
 - II. The Truth Commission
 - III. The Special Court for Sierra Leone (SCSL)
 - IV. The Relationship between the SCSL and the TRC: Pre-planning and coordination
 - V. The Relationship between the SCSL and the TRC: the Sam Hinga Norman Decision
 1. How the conflict arose between the SCSL and TRC
 2. The Trial Chamber decision
3. The Appeals Chamber decision

5. Welfare threat and exclusionism of immigrants: Perception of immigrants in different European welfare states

List of Tables and Figures
Acknowledgements
Executive summary
1. Immigration, welfare state and xenophobia
1.1. Welfare state types
1.2. Theories of ethnic relations
1.3 Welfare state and attitudes towards immigrants: hypotheses and expectations
1.4. Overview of existing research
2. Research design and measurement instruments
2.1 Data collection
2.2 Sampling strategy and weighting
2.3 Non-response and missing values treatment
2.4. Measurement instruments, variables and methods of analysis
2.5. Comparability
3. Results
3.1. Perceived threat to welfare and the exclusionism of immigrants in different welfare regimes
3.2. Individual socio-economic characteristics, perceived welfare threat and the exclusionism of immigrants
4. Discussion and conclusion
A1. Annex 1: Tables
A2: Annex 2: Items measuring the key concepts (ESS 2002/2003 questionnaire)
References

6. Capture of Extra nuclear DNA at Fission Yeast Double-Strand Breaks

ABSTRACT
MATERIALS AND METHODS
Fission yeast strains and methods:
DNA for yeast transformation:
Identification of <i>ura4⁺</i> circular DNA junctions:
Observation of mitochondria in living cells:
DNA sequence comparison:
RESULTS
Extra chromosomal DSB repair assay:
High frequency of mtDNA insertion at extra chromosomal DSBs:
Intermolecular ligation deficiency of <i>rad50</i> ^Δ cells:
Increased capture of mtDNA fragments in stationary phase:
Screen for higher eukaryotic DNA sequences captured at DSBs:
MMEJ-mediated intermolecular ligation in NHEJ-deficient cells:
DISCUSSION
New assay to monitor extra chromosomal DSB repair in <i>S. pombe</i> :
Insertion of mtDNA at EC DSBs:
Microsatellite DNA is a good substrate for NHEJ in fission yeast:
MMEJ-dependent intermolecular ligation:
ACKNOWLEDGEMENTS
LITERATURE CITED

7. The dynamics of AIDS risk and gender relations among intravenous drug users in Northern Vietnam

Acknowledgments

Abstract

Abbreviations and Some IDUs' Argots Used in the Analysis

CHAPTER 1 Introduction

A Story of a 32 Year Old Injecting Woman

CHAPTER 2 The Socio-cultural Context of the Aids Epidemic

Drug Abuse

Prostitution

CHAPTER 3 Methodology

CHAPTER 4 The Drug Scene as the Context of Sexual Relationships

Drugs and Money

Syringe Sharing: Patterns in Context

Drugs, Sex work and Condom Use

The Interplay of Drugs and Sex

CHAPTER 5 Different Patterns of Intimate Relationships among IDUs

Characteristics of IDU-IDU Relationships

Characteristics of IDU- Smoker Relationships

Characteristics of IDU- Non addict Relationships

CHAPTER 6 Two Extended Case Studies

Case Study 1

Case Study 2

CHAPTER 7 Discussion

Syringe Sharing

Sexual Partnerships

IDU-IDU Relationships

IDU- Smoker Relationships

IDU- Non addict Relationships

The Meaning of AIDS Risk and Intimate Relationships

CHAPTER 8 Implications for HIV Prevention

CHAPTER 9 Conclusion

Literature

Appendices

Appendix 1- Questions Guidelines

Appendix 2- Characteristics of the Sample

Appendix 3- HIV Sentinel Surveillance among Target Groups 1994-2000

(Adapted from: Czéekoóvá, K.(2005), unpublished dissertation; Tóth, A. (2007), unpublished article; <http://www.terrorismcentral.com/Newsletters/2007/022507.html>; <http://webjcli.ncl.ac.uk/2004/issue4/marson4.html>; Klvaňová,R.(2005), unpublished Master thesis; <http://www.genetics.org/cgi/content/abstract/171/4/1535>; Nguyen Tran Lam (2003), unpublished Master thesis)