

**ACADEMIC WRITING COURSE**  
**for PhD students and novice researchers**

**SESSION 3**

**SESSION 3 PLAN**

- Home assignment review
- Text structure
- Writing clinic I
- Plagiarism
- Writing clinic II

**1. TEXT STRUCTURE**

**1.1. WHAT IS THE STRUCTURE OF AN ACADEMIC TEXT?**

- a) What are some basic or "compulsory" parts of every academic text?
- b) What parts do academic texts usually consist of?

1.2. Match the following parts of an academic text (a-i) with the comments on their characteristics.

- a) title
- b) acknowledgements
- c) abstract
- d) introduction
- e) methods
- f) results
- g) discussion
- h) conclusion
- i) bibliography

- 1) They are the final part of each text. They should summarise the text and answer all the main questions set in the introduction. The overall value of the work should be stated and recommendations for future research could be identified if necessary. Special attention should be paid to the last sentence which often contains a profound idea that neatly envelopes the whole topic in a single statement.
- 2) It contains a complete, accurate and consistent, alphabetically organised list of all the books, articles, internet information and other materials used in the process of formulating our thoughts about the subject. Not all of the items in this list are related to citations within the text. In this, it differs from a references section that lists all the citations that can be found in the text. The key information of each entry regardless of its style will include: the author(s) surname(s) and initial(s), the full title of the work, the relevant chapter(s) and page number(s), the date and place of publication and the name of the publisher.
- 3) This part could be seen as a display of necessary politeness but it can also provide an opportunity to show that we are a member of a community and have benefited from that membership. It allows us to repay our debts. At the same time, however, it allows us to highlight that we are also "intellectually responsible" for the content of the publication.
- 4) It is an independent piece of text which provides the gist of an original work. Its structure may vary but usually it includes: (1) the purpose or main aims or hypothesis, and possibly some background information; (2) methods where methodology, procedure and the scope of the study are described; (3) results; (4) conclusions where results and the overall value of the work are interpreted. Stylistically, it is written in well-informed dense sentences that avoid negatives, abbreviations, jargon, redundancies and other language shortcuts which may lead to confusion.
- 5) These sections have a very specific position. They should be more than summaries (theoretical, abstract and general) and should go beyond results (more integrated with the field, more connected to the real world and, ideally, more concerned with implications and applications). In this part it is important to step back and take a broad look at the findings and the study as a whole.
- 6) Traditionally, this section simply reports the data that has been collected. It should focus exclusively on a clear description of what has been found and highlight key findings from the data. Stylistically, it is mostly associated with simple past tense.
- 7) These sections vary across disciplines. In some fields, it is common to have subsections that might deal with materials, the apparatus used, definitions employed, the subjects or participants in the study, or the statistical procedures used. They also vary according to how much information and explanation they contain. At one extreme, they may be very condensed; at the other, elaborately extended. Stylistically, they are mostly associated with passive structures and highly impersonal tone.
- 8) Although they come first, they are often written last. They should indicate the topic and scope of the study and it should be self-explanatory to their target audience. In some areas, such as the life sciences, they are can be longer and look more like full sentences, in others, the style prefers short groups of words that contain mostly nouns and prepositions. In some areas, all key words are capitalised.
- 9) Although it forms usually less than 10 % of the text, it is usually one of the most difficult parts to write. It may consist of four main subsections, namely the background, the issue, the aims, and the structure of the work. The background information can be further divided into generalisations, informed statements and reviews of research, while the issue section usually focuses on one clear perspective, e.g. a counter-argument, indication of a gap, general inquiry or research tradition.

(Adapted from: Stěpanek, L., deHaaf, J., Hradilová, A. (2011), p.174)

1.3. Match the sample texts with the sub-headings below.

- a) acknowledgements    b) abstract    c) introduction    d) methods    e) results    f) discussion

1) It is helpful to commence with the general thesis that theories may be under-determined by data: that is, that theories may be incompatible with each other and yet be compatible with all possible data. Theories may conflict yet be empirically equivalent, that is compatible with all the observations that could be made. In this article, I suggest some reasons why the under-determination of theories by data may be more acute in social than in natural sciences, and I shall seek to support this suggestion by citing examples of conflicting theories.

2) Imaging was performed in the error signal mode, acquiring the deflection and height signal simultaneously. The deflection signal was minimized by optimizing gains and scan speed. The height images presented were recorded in the contact mode. The scan speed was roughly linear to the scan size, at 4–8 lines/s for lower magnifications (frame size 1–25 μm). The applied force was corrected manually to compensate for thermal drift. To achieve reproducible forces, cantilevers were selected from a restricted area of one wafer.

3) The strongest exclusionism of immigrants is found in Austria with the mean value of 2.64 on the four point scale. United Kingdom follows with the mean value of 2.58, Germany and Denmark are somewhere in the middle, and Sweden has the lowest score on the scale of exclusionism of immigrants from all countries (1.95). The analysis of variance shows that the differences among countries are statistically significant ( $F = 270.9$ ;  $df = 4, 9224$ ;  $p < 0.001$ ).

4) Our results demonstrate evolutionarily accessible paths where major functional leaps are produced by domain combination followed by interface optimization. They imply that distinct and sophisticated functions can emerge from combinations of a limited number of primordial domains.

5) The guidance and support of those who supervised this research was invaluable to me. I am grateful to Dr. Michael O'Donoghue without whose encouragement and challenge I would not have commenced this work. I particularly appreciate the supervision of Dr. Julie-Ann Sime whose experience, insight, constructive criticism and practical advice not only guided this work from its earliest thoughts to this stage but has enabled me to develop confidence and ability to participate in academic investigation and discourse.

6) The speed of sound in a fluid is determined by, and therefore an indicator of, the thermodynamic properties of that fluid. The aim of this study was to investigate the use of an ultrasonic cell to determine crude oil properties, in particular oil density. An ultrasonic cell was constructed to measure the speed of sound and tested in a crude oil sample. The speed of sound was measured at temperatures between 260 and 411 K at pressures up to 75 MPa. The measurements were shown to lead to an accurate determination of the bubble point of the oil. This indicates that there is a possibility of obtaining fluid density from sound speed measurements and suggests that it is possible to measure sound absorption with an ultrasonic cell to determine oil viscosity.

here, I have students discuss what steps they cover in the introduction, I am using the steps and notes by Swales, you can borrow my steps of paper for this purpose

(Adapted from: Stępanek, L., deHaaf, J., Hradilová, A. (2011), p. 175)

**1.4. PARAGRAPH SKELETON FOR INTRODUCTIONS**

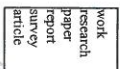
a) This excerpt comes from the beginning of an article, where a wide body of research is reviewed in an economical way so that the author can situate her own approach. Underline those phrases that you think you could use in your own writing. One example has been done for you.

[1] The study builds on and contributes to work in critical linguistics (Coulthard, 1996; Chilton, 1982; Fairclough, 1989; Seidel, 1985; Van Dijk, 1989, 1991; Wodak, 1989). [2] Although studies in critical linguistics have examined the discursive construction of past events, there has not been an extended study of the construction of a projected event. [3] As such, this study provides additional insight into the constructive processes of language by explicating the linguistic and rhetorical processes through which a projected—future—event is constructed as a discrete and autonomous state of affairs. [4] The analytic focus on a projected event enables another contribution. [5] This study analyzes how the political and social interests underlying accounts of the Iraq/Saudi Arabia projected event were rhetorically managed in *The New York Times* (NYT) and *Washington Post* (WP). [6] Although numerous studies (Bruck, 1989; Clayman, 1990; Fairclough, 1992c; Fowler, 1991; Van Dijk, 1988, 1989, 1993; Zeltzer, 1989) have identified sourcing (i.e., using spokespersons representing so-called elite groups and institutions as sources for information) as a constructive social and ideological practice, little analytic attention has been paid to the implications of this finding for how texts are linguistically constructed within newspaper discourse, a discourse context guided by the professional canon of objectivity, balance and neutrality. [7] I address this issue by demonstrating how assertions about a hypothetical future event attributed to a specific group of spokespersons were transformed into unmediated and presupposed information.

b) Questions:

- Which sentence locates her analysis within a specific discipline?
- How and where does she signal a gap?
- How and where does she signal the contribution her study will make to the field?

c) These are the phrases forming the skeleton of the article. Can you think of synonyms which could be used for some of the words? One example has been done for you.



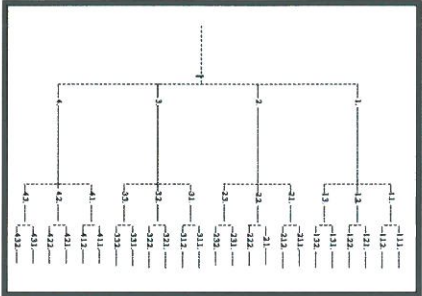
1. The study builds on and contributes to work in \_\_\_\_\_.
2. Although studies in \_\_\_\_\_ have examined \_\_\_\_\_ there has not been alan \_\_\_\_\_.
3. As such, this study provides additional insight into \_\_\_\_\_.
4. The analytic focus on \_\_\_\_\_ enables another contribution.
5. This study analyses \_\_\_\_\_ have identified \_\_\_\_\_.
6. Although numerous studies ( \_\_\_\_\_ ) have identified \_\_\_\_\_.

+ structure + ~~own~~ Phillips

little analytic attention has been paid to \_\_\_\_\_

7. I address this issue by demonstrating \_\_\_\_\_

## 2. Processes



2.2. Choose a verb for your paper.

The aim of this paper is to ....

2.3. Work through the following points to outline a working description of the structure of your thesis.

The Story of a Thesis:

The situation my research field is the following: \_\_\_\_\_ (background information: Chapter 1 - introduction). This is important because \_\_\_\_\_ (main issue: Chapter 1 - introduction). So I intend to \_\_\_\_\_ (aims: Chapter 1 - Introduction). Researchers \_\_\_\_\_ (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 methodology 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/phaq2.html> in Morgan, J., 2007)

2.4. Look at one of your texts. Erase everything but verbs. Do they tell a story? *ERASURE - Town Phillips - I slow down a page of artistic nature*

## 3. EVIDENCE & REFERENCE

3.1.

Evidence is the support for your statements and opinions from other sources. The quality of your evidence is in fact more important than your opinions. Without evidence your work does not belong in an academic environment.

If you are doing primary research you use your own data as the most important evidence. However in most academic papers this is usually done by placing your own work in the context of other academic work. At the end of longer papers you will use references and perhaps appendices to support your paper.

(Adapted from: <http://ke.polyu.edu.hk/AcademicWriter/Paragraphs/paragraph.htm>)

Which are the most common ways of referencing?

### 3.2.

#### **In text referencing (using sources)**

*It is important to support the points you make with evidence and examples from other research thoughtfully and carefully so you do not plagiarise. Look at the student paraphrased versions of Harden's idea and comment on the quality of their referencing.*

#### **Original material:**

'...nurses can be viewed as an oppressed group, a view supported by the fact that nurses lack autonomy, accountability and control over their own profession. Yet nursing is by far the largest occupational group within the sphere of healthcare, so why is it so powerless? For me the history of the domination of nursing is inextricably linked to that of the domination and oppression of women.'

Source: Harden, J 1996, *Enlightenment, empowerment and emancipation: the case for critical pedagogy in nurse education*

#### **Student version 1:**

Although nurses form the largest occupational group in the healthcare profession, they can be seen as an oppressed group. Harden (1996) states that the domination of nurses is inextricably linked to the historical oppression and domination of women in society. For nurses, she claims this oppression is illustrated by the extremely limited professional independence they have as seen by their lack of accountability and control over their profession.

#### **Student version 2:**

Despite nurses forming the largest group in the healthcare professions, Harden (1996) claims they can be categorised 'as an oppressed group' (p.33). She explains the domination of nurses as a reflection of the historical oppression and domination of women in society. For Harden (1996), this subservient role of nurses is illustrated by their 'lack of autonomy, accountability and control over their own profession' (p.33).

#### **Student version 3:**

Nursing is by far the largest occupation group in healthcare. Yet, nurses can be seen as an oppressed group. This view is supported by the fact that nurses lack control over their own profession. They do not have autonomy or accountability. The history of the domination and oppression of women is the link to explaining the domination of nursing.

(Adapted from Alison Brown, 2007)

III.) These are the phrases forming the skeleton of the article. Can you think of synonyms which could be used for some of the words? One example has been done for you.

work  
research  
paper  
report  
survey  
article

draws on  
is based  
on  
expands  
extends

adds to  
makes a contribution to  
refers to  
is connected with  
is linked with  
is related to

1. The **study builds on** and **contributes to** work in \_\_\_\_\_.

2. investigated, compared, concerned, demonstrated,  
dealt with, focused on, looked at, indicated, revealed,  
found, reported, shown, suggested...

2. Although studies in \_\_\_\_\_ have **examined** \_\_\_\_\_

there has not been a/an \_\_\_\_\_.

understanding of, perspective on, viewpoint on,  
position on, standpoint on

3. As such, this study provides additional **insight into** \_\_\_\_\_.

emphasis, stress, accent, accentuation, attention to

4. The analytic **focus on** \_\_\_\_\_ enables another contribution.

5. This study analyses \_\_\_\_\_.

various, many, a majority of, a growing number of

determined, recognized, established, uncovered

6. Although **numerous** studies ( \_\_\_\_\_ ) have **identified** \_\_\_\_\_

little analytic attention has been paid to \_\_\_\_\_.

deal with, tackle, focus on, consider, examine, explore, look at, discuss, debate

7. I **address** this issue by demonstrating \_\_\_\_\_

VI. Use the paragraph skeleton and synonyms of your choice to write a short introduction of a research paper (research you have carried out or have already written about).

## PARAGRAPH SKELETON

I.) This excerpt comes from the beginning of an article, where a wide body of research is reviewed in an economical way so that the author can situate her own approach. Underline those phrases that you think you could use in your own writing. One example has been done for you.

[1] The study builds on and contributes to work in critical linguistics (Coulthard, 1996; Chilton, 1982; Fairclough, 1989; Seidel, 1985; Van Dijk, 1989, 1991; Wodak, 1989). [2] Although studies in critical linguistics have examined the discursive construction of past events, there has not been an extended study of the construction of a projected event. [3] As such, this study provides additional insight into the constructive processes of language by explicating the linguistic and rhetorical processes through which a projected—future—event is constructed as a discrete and autonomous state of affairs. [4] The analytic focus on a projected event enables another contribution. [5] This study analyzes how the political and social interests underlying accounts of the Iraq/Saudi Arabia projected event were rhetorically managed in *The New York Times (NYT)* and *Washington Post (WP)*. [6] Although numerous studies (Bruck, 1989; Clayman, 1990; Fairclough, 1992c; Fowler, 1991; Van Dijk, 1988, 1989, 1993; Zelizer, 1989) have identified sourcing (i.e., using spokespersons representing so-called elite groups and institutions as sources for information) as a constructive social and ideological practice, little analytic attention has been paid to the implications of this finding for how texts are linguistically constructed within newspaper discourse, a discourse context guided by the professional canon of objectivity, balance and neutrality. [7] I address this issue by demonstrating how assertions about a hypothetical future event attributed to a specific group of spokespersons were transformed into unmediated and presupposed information.

## II.) Questions:

- Which sentence locates her analysis within a specific discipline?  
Sentence 1 locates her analysis within critical linguistics, the place where her work belongs.
- How and where does she signal a gap?  
By pointing out what other researchers have not done in sentences 2 and 6
- How and where does she signal the contribution her study will make to the field?  
In sentences 3 and 7 'As such, this study provides additional insight'; 'I address this issue by demonstrating how'

### Student version 1:

Although nurses form the largest occupational group in the healthcare profession, they can be seen as an oppressed group. Harden (1996) states that the domination of nurses is inextricably linked to the historical oppression and domination of women in society. For nurses, she claims this oppression is illustrated by the extremely limited professional independence they have as seen by their lack of accountability and control over their profession.

*not clear which ideas come from the student, source mentioned but parts taken straight from original and not acknowledged as quotes → plagiarised*

### Student version 2:

Despite nurses forming the largest group in the healthcare professions, Harden (1996) claims they can be categorised 'as an oppressed group' (p.33). She explains the domination of nurses as a reflection of the historical oppression and domination of women in society. For Harden (1996), this subservient role of nurses is illustrated by their 'lack of autonomy, accountability and control over their own profession' (p.33).

*words paraphrased, clearly marked what is original, source from the clearly documented*

### Student version 3:

Nursing is by far the largest occupation group in healthcare. Yet, nurses can be seen as an oppressed group. This view is supported by the fact that nurses lack control over their own profession. They do not have autonomy or accountability. The history of the domination and oppression of women is the link to explaining the domination of nursing.

*copied most of the original, no indication where the student's voice ends and writer's voice begins, no reference → plagiarised*  
(Adapted from Alison Brown, 2007)

*Merton's collage*

### Reference styles:

APA: <http://owl.english.purdue.edu/owl/resource/560/01/>

MLA: [http://www.library.cornell.edu/newhelp/res\\_strategy/citing/mla.html](http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html)



Datum: .....

I. Důvod účasti v kurzu: (můžete zatrhnout více než jednu možnost)

- a) v rámci studia b) pracovní účely c) ze zájmu
d) zlepšení písemných dovedností e) zdokonalení v angličtině
f) jiné (prosím upřesněte): .....

II. Očekávání

- 1. Jaká byla Vaše očekávání od tohoto kurzu?
2. Naplnila se Vaše očekávání?
a) vůbec ne b) částečně c) v podstatě ano d) kurz byl lepší než jsem očekával(a)
Pokud je třeba, můžete specifikovat: .....

III. Obsah kurzu: (zatrhněte nejvhodnější možnost)

Table with 5 columns: Item, příliš mnoho, dostatečně, málo, nedostatečně. Rows include Celkové množství materiálů, Teorie, Praktická cvičení, Videokonference, Samostatná práce a práce v diskusním fóru.

IV. Obsah seminářů:

Změnili byste nějakým způsobem obsah seminářů? Pokud ano, jak? .....

V. Vyváženost kurzu:

- 1. Změnili byste poměr jednotlivých složek kurzu? Pokud ano, jak?
a) teorie b) praktická cvičení c) videokonference d) samostatná práce
a práce v diskusním fóru
2. Změnili byste poměr, počet či pořadí seminářů? Pokud ano, jak? .....



**VI. Kvalita materiálů:**

1. Teorie	vysoce kvalitní	poměrně kvalitní	dostatečně kvalitní	nekvalitní
2. Praktická cvičení	vysoce kvalitní	poměrně kvalitní	dostatečně kvalitní	nekvalitní

**VII. Závěrem...**

**1. Má kurz nějaké silné stránky? Pokud ano, mohli byste je specifikovat?**

.....  
.....  
.....

**2. Jaké jsou slabiny kurzu?**

.....  
.....  
.....

**3. Naučili jste se něco v kurzu? Pokud ano, mohli byste specifikovat co?**

.....  
.....  
.....

**4. Doporučili byste kurz svým kolegům? [redacted] proč?**

.....  
.....  
.....

**5. Jiné komentáře**

.....  
.....  
.....  
.....