**1) How do you understand academic writing? Work with a partner and complete the table below.**

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| --- | --- | --- |
| **Who?**  ***Who*** *is writing?*  ***Who*** *is the audience?* | **What?**  ***What*** *is the writing about?* | **Why?**  ***Why*** *is the writing done?* |
|  |  |  |

**2) What is postgraduate academic writing? Brainstorm major differences between undergraduate and postgraduate academic writing.**

**3) Academic writing complexity. Brainstorm as many aspects of academic writing as possible.**

**Postgraduate academic writing theory**

**1. MACRO LEVEL**

text types; text structures

**2. MEZZO LEVEL**

paragraphs

**3. MICRO LEVEL**

academic style; words, sentences

(Adapted from Alison Brown, 2007)

**STYLE**

**4) Look at these four very different styles of saying the same thing and identify the academic style.**

a) It rained cats and dogs yesterday, didn’t it?

b) What a downpour last night!

c) The UK Meteorology Office monitored a heavy rainfall with the rate of precipitation reading 46 millimetres per hour on 24th March 2011 in North Cumbria.

d) She was standing there in the storm waiting for deafening thunder to come, feeling the water cooling the air and thinking of how heavy the drops of water must be so that they could fall down from the dark clouds and make her feel refreshed and so light that she could fly, and make her full of energy, make her appreciate the eternal life it delivers, when finally she realised this precipitation was indeed a friend, her only true friend.

(Adapted from: Štěpánek, L., deHaaff, J., Hradilová, A.(2011): Academic English, Grada, Praha, p.153)

**5) In the following examples, the same message is expressed in six different styles, from an extremely formal written style, to the very informal spoken one. Match the sentences with the adequate styles.**

a) Jargon, very formal.

b) Written, formal, clear.

c) Written style for the general public (scripted radio or TV news style).   
d) Formal spoken style (seminar, talk).

e) Informal spoken style (discussion).

f) Very informal spoken style (chat).

1. As the value of Sterling increased compared to other currencies, the government was forced to take tax measures to head off a rapid increase in consumer spending spurred on by cheaper imports.

2. And you see, Sterling got more and more valuable, so as a result, the government had to go round putting up taxes, you see, to stop everyone going out and splashing out, spending all their money on cheap imports.

3. Consequent to the appreciation in the exchange value of Sterling against other currencies, necessary fiscal measures were introduced by the government in order to reduce the likelihood of an import-led consumer spending surge.

4. As Sterling went up in value, the government had to put up taxes to stop consumers splashing out on too many cheap imports.

5. As Sterling’s international value went up, the government had to take tax measures to head off a consumer spending boom spurred on by cheaper imports.

6. After the international value of Sterling rose, the government was obliged to take fiscal measures to reduce the likelihood of a surge in consumer spending led by cheaper imports.

(Adapted from: http://website.lineone.net/~eshp/styles.htm)

**6) Examine the following texts and identify any significant features. What kind of text does the extract come from and how does the language differ among the texts?**

**TEXT 1**

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| “Ladies and gentlemen …,” the hostess had announced to a full house of American University in Paris, “our guest tonight needs no introduction. He is the author of numerous books: *The Symbology of Secret Sects, The Art of the Illuminati, The Lost Language of Ideograms*, and when I say he wrote the book on *Religious Iconology*, I mean that quite literally. Many of you use his textbooks in class”  The students in the crowd nodded enthusiastically.  “I had planned to introduce him tonight by sharing his impressive curriculum vitae. However, ...” She glanced playfully at Langdon, who was seated onstage. “An audience member has just handed me a far more, shall we say …*intriguing* introduction.” |

**TEXT 2**

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| --- |
| **CAUTION** – **Never** use cloth or paper products (paper towels, tissue paper, etc.) to clean the lenses. They will scratch the coating and decrease the resolving power of the lens. Use only **lens paper**.  - Switch the microscope to the lowest magnification or raise the objectives from the stage before inserting a slide. This will prevent the objective lens from being accidentally scratched by the slide.  - Place the slide to be viewed on the stage and center the specimen over the opening.  - Begin with either the scanning lens or the low power objective lens.  - Raise the stage (or lower the lens) all the way so that the slide is as close as possible to the objective lens.  - Use the coarse adjustment knob to slowly raise the lens from the stage while viewing the image. Fine focusing is not needed when using the lowest magnification (scanning or 4X objective). If you are using any of the other objectives, it will be necessary to use the fine focus after using the coarse focus.  - Adjust the condenser so that a sharp focus is produced. This step is important at the highest magnification (oil immersion or 1000X).  - Adjust the iris diaphragm. This will need readjustment after changing to a different magnification. |

**TEXT 3**

|  |
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| The aim is to develop transferable communication skills in English through an interactive learning infrastructure. It will link academic and non-academic worlds, provide opportunities for training and retraining and reflect the needs of practice.  The programme objectives will be achieved by setting up and running virtual transnational (between Wales, Czech Republic, Spain, Bosnia and Turkey) and transversal (between academic and professional) study circles:   * by developing training and learning materials for academic and professional purposes; * by making effective use of advanced technological resources for authentic communication tasks (videoconferencing, internet); * by creating an internationally accessible virtual learning environment (through development and use of an open subject village web site and by matching the academic outcomes with the needs of prospective employees.   It will also create opportunities for further training and retraining in transnational communication for professionals, in practicing essential and desirable skills in interviews, providing space for the development of equal opportunities communication.  This project makes an original contribution to intercultural communication in English language teaching and also to national vocational training by introducing advanced technology that brings together people from professional working environments and the academic world. Effective use of advanced technology and acquisition of necessary skills can open doors to a united Europe and reduce obstacles to communication and cooperation in terms of geographical distance and work. |

**TEXT 4**

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| --- |
| Relationship occurs through dialogue (Smith, 2000, p. 6; Buber, 1947, p. 24) a primary means by which authentic responses are constituted (de Feijter, 2007, p. 55). Put another way, dialogue supports the establishment of ‘genuine relationships’ (Kramer, 2001, p.65), offering possibilities transcending agreement and enabling greater understanding (Ibid., p.66, quoting Eck, 1993, p.19). As such, dialogue is a key component of Christian fellowship: we cannot give up talking (Astley, 2004, p.14). How might we begin talking, though? Does technology have a role in supporting and encouraging dialogue activities among church-goers? This investigation seeks to offer one insightful response through investigating experiences of supporting dialogue by means of certain available technologies.  Participation flows from a culture which encourages engagement in beneficial educational, cultural and political opportunities, engagement which emerging communication technologies have been noted potentially to resource (Jenkins, 2006, p. 3). The contrary view that participation is governed by technology rather than culture is not adopted in this investigation which seeks to discover some influences of technology on continuing cultural practices of participating through dialogue about issues of faith. |

**TEXT 5**

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| **Stem cells trial for MS patients**  Jane McSaley  A new treatment for multiple sclerosis (MS) is being pioneered near Bristol. Six patients at Frenchay Hospital are being injected with their own stem cells in the hope that they will repair damage to the brain.  Approximately 60,000 people in the UK suffer from MS, an incurable disease of the nervous system.  Prof Neil Scolding, of the Institute of Clinical Neurosciences, said: „We know stem cells are attracted into the brain, into these areas of damage.“ | He added that he hoped the stem cells would “help those areas to stop getting worse” and “repair damage”.  ‘Lot of hope’  Liz Allison, an MS patient taking part in the trial, said: “I’m hoping there will be some improvement.”  BBC health correspondent Matthew Hill said: “We’ve already seen stem cells used on cardiac patients but this is the first time a reputable organisation has tried it out on MS patients.”  “There is a lot of hope riding on these trials but it is very early days yet.”  He added that it was likely to be several months before any conclusions could be drawn regarding the treatment. |

(Adapted from: 1. brown,2003, www.sherline.com/2125Inst.htm + [http://faculty.clintoncc.suny.edu/faculty/Michael.Gregory/files/Bio% 20101/Bio%20101%20Laboratory/Microscopy/Microscopy%20lab.htm](http://faculty.clintoncc.suny.edu/faculty/Michael.Gregory/files/Bio%25%2020101/Bio%20101%20Laboratory/Microscopy/Microscopy%20lab.htm); 3. Katrňáková H. et al.: 2005: CJV Leonardo da Vinci project application, unpublished draft; 4. Barcly, 2009; 5. <http://news.bbc.co.uk/1/hi/england/bristol/7014813.stm>)

**7) Consider the differences in approach between these four versions of the beginning of a story, Goldilocks and the Three Bears. Identify which is in a nursery style, which a journalistic style, which novelistic, and which academic.**

1. Human beings have interfered with bears’ natural habitat ever since Goldilocks was on the scene. Remember how she carried on while the three bears were out walking in the woods? They thought they could come back and find everything as they had left it, except that their porridge would be just the right temperature to eat. No such luck. There had been an uninvited visitor.

2. Once upon a time there were three bears. There was a daddy bear, a mummy bear and a baby bear. They all lived together in a little cottage in the woods. One day, mummy bear made some porridge for breakfast but it was too hot to eat. “Let’s go out for a walk while it cools,” Daddy Bear said. “Yes, let’s,” Baby Bear said. So the three bears went for a walk in the woods.

3. One warm sunny morning, while Father, Mother and Baby Bear were having a stroll to give their porridge time to cool, a young girl called Goldilocks pushed open the unlocked door of their cottage in the woods.

4. “This porridge you’ve made is too hot.” Daddy Bear said to Mummy Bear. “Why don’t we go for a walk while it cools? It’s a lovely sunny morning.”

“Yes, let’s,” said Baby Bear. Mummy Bear agreed, so the three bears left their little cottage for a walk in the woods.

(Adapted from: <http://myweb.tiscali.co.uk/academicwriting/nursery2.html>)

**9.5.**

*Good academic style is neither extremely formal and incomprehensible, nor too informal close to spoken language. In the following exercise, read four texts and choose the best “academic” one of them.*

1.The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.

2. Sociobiologists are often accused of genetic determinism. Now if genetic determinism means that genes matter for behaviour, the thesis seems hard to reject. Dogs act differently from humans, and this is not just a matter of different environments. If, on the other hand, genetic determinism means that genes settle behaviour independently of environment, then it is biological nonsense. Genes programme organisms to reproduce, and reproductions will often require being responsive to features of the environment. What we can expect from genes is contingency plans: psychic mechanisms that respond to different environmental histories with different motivations. The sociobiologist´s problem is to identify what these adaptive contingency plans are.

3. Well, I think the good point about London is that London is still a very tolerant and very relaxed place, and most people, I find, are very friendly. It’s still a very fluid society if you go to America, you find a much more ghettoised society in terms of races, where you have middle class black ghettoes and middle class white ghettoes, whereas in this society you don’t have that rigid, that rigid sort of ghettoised society, even in Brixton, which is supposed to be, you know, the black area in London you find, sort of middle class white people and black people living side by side, it’s still a much more mixed and heterogeneous society than, than America. And it is in many ways in London an open and a tolerant society.

4. Much has been learned from efforts to achieve the goals of the World Summit and the Jomtien Declaration in the past decade. Despite the sometimes disappointing numbers and achievements, much more is known about what works in education than was the case a decade ago. What were once innovative ideas and promising pilot projects have become desired reforms and national programmers, successful approaches to particular problems-such in girls, education and schooling for children in remote-areas-have been developed, documented and disseminated. These include e.g. specific ways to get more children into schoul; specific efforts to ensure that girls have full and equal access to basic education and are able to reach the same levels of achievement as boys; or comprehensive policies and programmes that enhance educational quilt and promote gender sensitivity. Finally there are a lot as these or different kinds of benefits we can get it from education, but it depend on the nature of environments (school, family, community).

(Adapted from: 1. Judith Butler,1997; 2. Goodin, R.E.; Pettit, P.:1993:p. 600; 3. Harmer J, 1989; 4..Majed, Al-Ali:; 2006)