



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

## **ACADEMIC WRITING COURSE**

### **SESSION 3**

(selected activities)

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**in collaboration with**

*University Language Centre*

- 1. DISCUSSING AND SUMMARIZING ABSTRACTS / LINKING EXPRESSIONS / SKELETON WRITING**
- 2. STUDENT PRESENTATIONS**
- 3. GUEST SPEAKER MGR. PETR SUDICKÝ on ABSTRACTS WRITING and CORPUS LINGUISTICS – making writing more independent**
- 4. EVALUATION**

#### **Aims:**

- to discuss and peer-evaluate student abstracts**
- to listen to and evaluate student oral performance**
- to make students aware of tools offered by corpus linguistics**

## 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?
- How and where does she signal a gap?
- How and where does she signal the contribution her study will make to the field?

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

## HOME ASSIGNMENT – MOVING TOWARDS THE AUTUMN SEMESTER

- 1) EDIT YOUR ABSTRACT BASED ON STUDENT IN-CLASS COMMENTARIES, SEND THEM IN BY \_\_\_\_\_
- 2) READING ON INTROS/CONCLUSIONS – SEE THE IS MUNI
- 3) FIND AND SEND IN (POSSIBLY SEPTEMBER) AN ARTICLE OF YOUR CHOICE WHICH YOU THINK IS AN EXAMPLE OF EXCELLENT QUALITY WRITING IN YOUR FIELD.

AS PART OF THE PREPARATION FOR NEXT SEMESTR, EACH STUDENT WILL START DRAFTING/ OUTLINING / REWORKING THEIR RESEARCH ARTICLE FOR THEIR OWN RESPECTIVE USE / PURPOSE / JOURNAL.