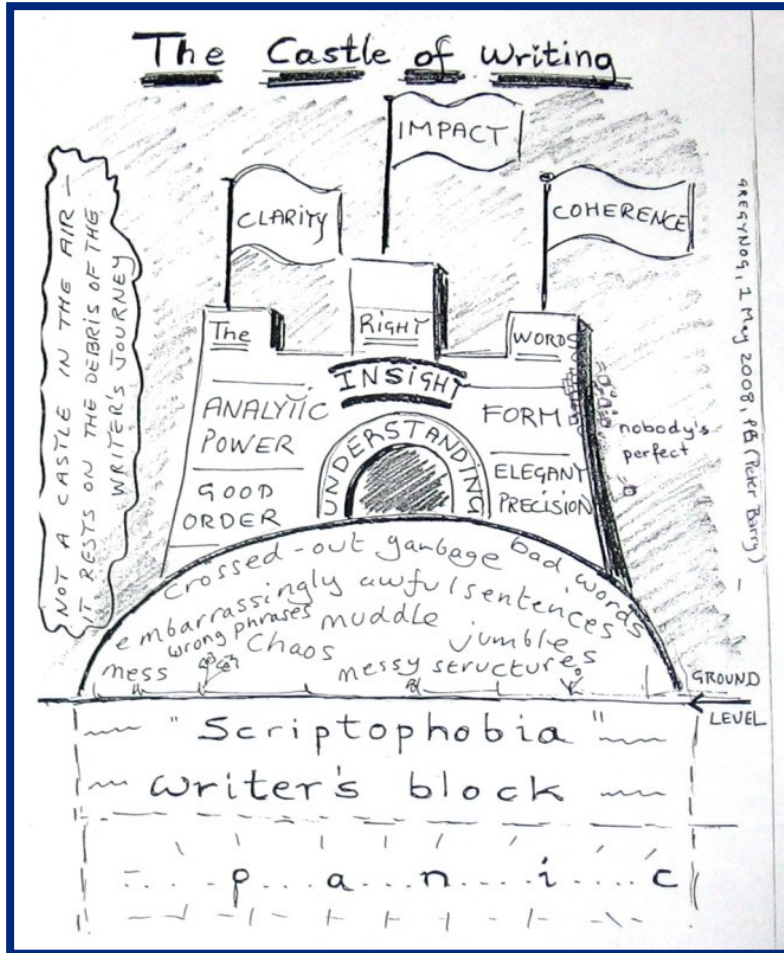


# S4001 International Performance Course



## **Academic Writing Introduction**

***Why is the writing done?***

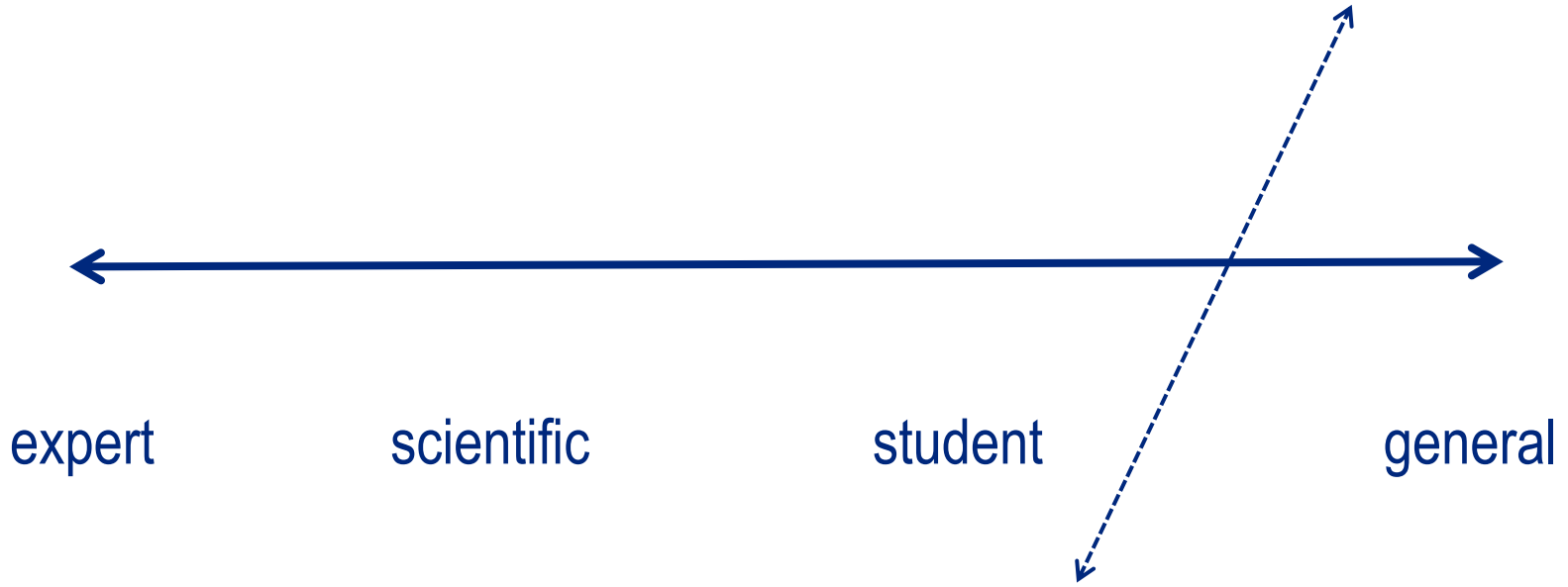


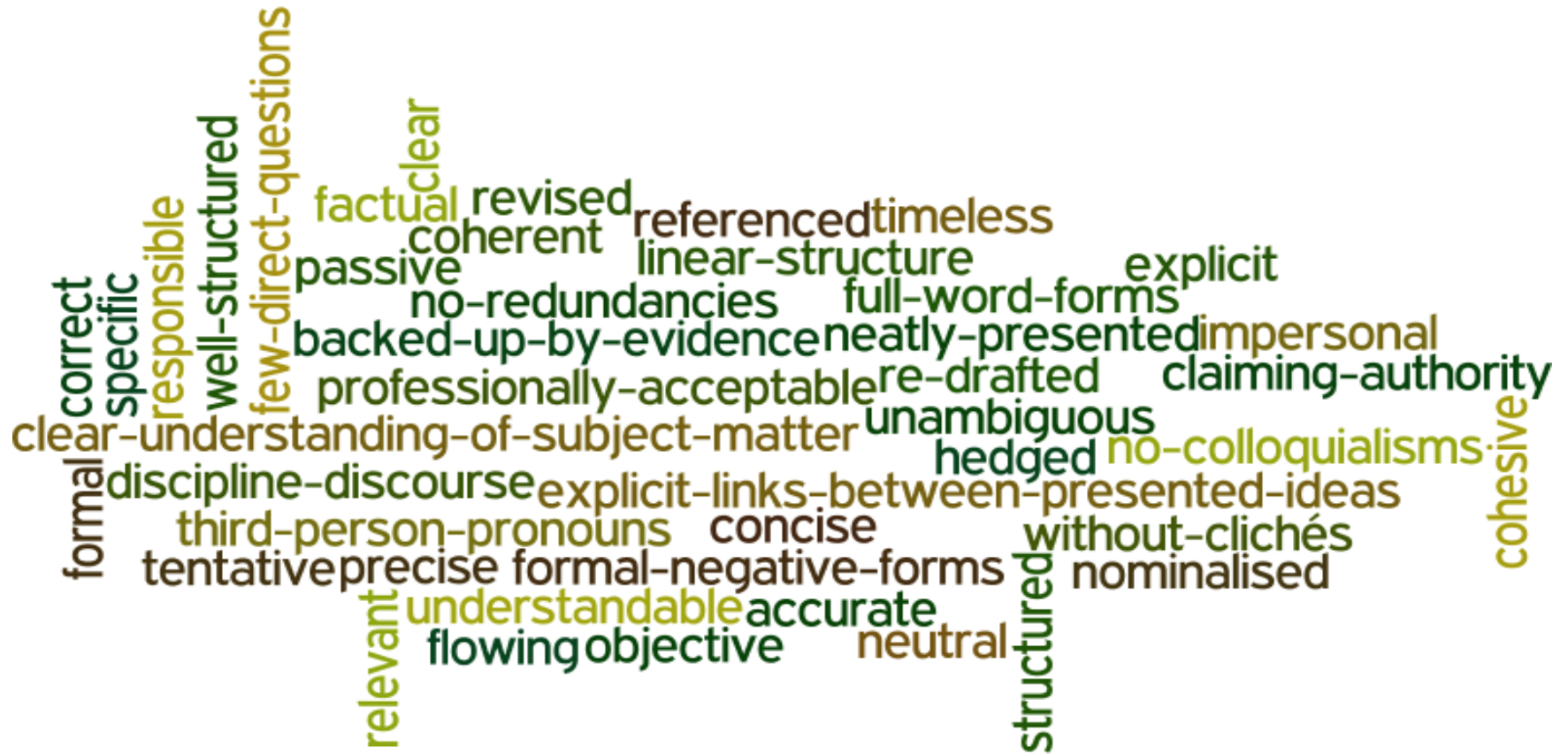
expert

scientific

student

general





neatly presented

objective

explicit

hedged

frequent third person pronouns

well structured

professionally acceptable

linear structure

without colloquialisms

precise

claiming authority

more frequent passive voice

with explicit links between presented ideas

with clear understanding of the subject matter

relevant within the discourse of your discipline

cohesive

correct

factual

unambiguous

accurate

neutral

revised

timeless

re-drafted

clear

formal

impersonal

with full forms of words

without redundancies

with flowing structure

without clichés

responsible

backed up by evidence

understandable

specific

referenced

nominalised

tentative

no negative forms

coherent

concise

style



(Adapted from: <http://www.chemistry-blog.com/category/fun/page/2/>)

**concise writing**



## **concise writing**

Concise writing presents information that is important to the reader.

There are no unnecessary words, sentences or paragraphs.

Redundant expressions and structures are eliminated or replaced wordy with more concise words or phrases that have the same meaning.

Adapted from: Cooper, P. (2011): Academic Writing and Czech Universities

Chromatography is an experimental technique used by chemists as a means to help them separate different compounds in experimental samples using the affinity of the compound for the mobile phase as well as the affinity of the compound for the stationary phase.

[42 words]

Chromatography is an experimental technique used by chemists as a means to help them separate different compounds in experimental samples using the affinity of the compound for the mobile phase as well as the affinity of the compound for the stationary phase.

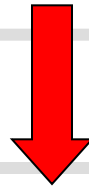
[42 words]



Chromatography is an experimental technique used by chemists to separate compounds in experimental samples using the affinity of the compound for the mobile phase as well as the affinity of the compound for the stationary phase.

[36 words]

Chromatography is an experimental technique used by chemists as a method to separate compounds *in experimental samples* using the affinity of the compound for the mobile phase as well as the affinity of the compound for the stationary phase. [36 words]



*Chromatography is used to separate compounds using the affinity of the compound for the mobile phase as well as the affinity of the compound for the stationary phase.* [28 words]

[42 words]

Chromatography is an experimental technique used by chemists as a  
r Chromatography is an experimental technique used by chemists to  
s separate compounds *in experimental samples* using the affinity of the  
a Chromatography is used to separate compounds using the  
c affinity of the compound for the mobile phase as well as the  
affinity of the compound for the stationary phase. [28 words]



Chromatography separates compounds based on the affinity of the  
compound for the mobile phase relative to the stationary phase.

[19 words]

# de-personalisation

*On self-mention in academic articles: Frequency of self-mention forms per discipline (Ø per 10,000 words).*

Discipline	Total	Citation	I	Me	My	We	Us	Our	Other
Physics	64,6	8,7	<b>0,0</b>	0,1	0,0	<b>39,3</b>	0,6	14,4	1,4
Marketing	61,3	6,9	1,6	0,0	0,7	31,0	1,1	18,9	0,6
Biology	56,2	22,6	<b>0,0</b>	0,1	0,1	<b>24,0</b>	1,1	7,2	0,7
Philosophy	52,7	3,1	35,6	2,5	7,7	1,4	0,2	0,6	0,0
Electronic eng.	44,4	10,7	0,0	0,0	0,0	23,3	0,4	8,6	0,5
Mechanical eng.	17,8	9,6	0,0	0,0	0,0	5,5	0,0	1,4	0,4
Overall	50,5	8,3	11,2	0,8	2,4	17,8	0,8	8,3	1,1

Adapted from: K. Hyland/English for Specific Purposes 20 (2001) 207-226

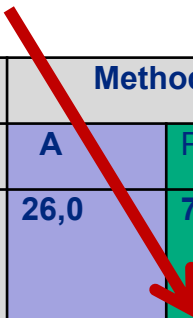
All manuscripts must...be written in objective third person point of view throughout (Use "the authors" or "the researchers" NOT "I" or "we")...

(Adapted from: <http://www.igi-global.com/publish/contributor-resources/before-you-write/>)



# passive vs active

*Percentages of voice per section in the processes of three types of sciences in 21 research articles.*



	Introduction		Method		Results		Discussion	
	A	P	A	P	A	P	A	P
<b>Physical sciences</b>	63,0	37,0	26,0	74,0	72,0	28,0	71,0	29,0
<b>Biological sciences</b>	74,0	26,0	38,0	61,05	68,0	32,0	79,0	21,0
<b>Social sciences</b>	84,0	16,0	46,0	54,0	77,0	23,0	85,0	15,0

A=active, P=passive

Source: I.A.Martinez/English for Specific Purposes 20 (2001) 227-247)

**NOTE:** *To read more on passive: Lilita Rodman: The passive in technical and scientific writing; <http://www.jaconlinejournal.com/archives/vol2/rodman-passive.pdf>*

We **should reject** this conclusion for two reasons.

**VS**

This conclusion **should be rejected** for two reasons.

...

**It is unclear** at this time as to what extent cremophore is responsible for these side effects, but similar hypersensitivity **reactions** in dogs **have been attributed** to histamine release by cremophore EL.

Experts **presented** and **discussed** a total of ten innovative papers during the two-day workshop sessions.

**VS**

A total of ten innovative papers  
**were presented and discussed**  
during the two-day workshop sessions.

To measure the number of gene copies the **cellular DNA is broken** into small pieces, **the double strands are denatured** (**separated** into single strands) by boiling, and **a small amount of the radioactively labeled complementary DNA is added** to the mixture under experimental conditions.

# **nominalisation**

You can understand something better if it is repeated.

You can understand something better if it is repeated.



Comprehension is aided by repetition.



This can serve as a template,  
thanks to which proteins can be synthesised.



This can serve as a template  
for the synthesis of proteins.

The body temperature rose suddenly,  
as a consequence, the invading pathogen  
grew less quickly.



The sudden rise in body temperature may also have  
caused the inhibition of the growth  
of the invading pathogen.

The body temperature rose suddenly,  
as a consequence, the invading pathogen  
grew less quickly.



The **sudden rise** in body temperature **may also have**  
**caused** the **inhibition** of the **growth**  
of the invading pathogen.

Incomplete implementation of strategized  
programmatics was designated to maximize acquisition  
of awareness and utilization of communication skills  
pursuant to standardized review and assessment  
of linguistic development.

Incomplete implementation of strategized  
programmatics was designated to maximize acquisition  
of awareness and utilization of communication skills  
pursuant to standardized review and assessment  
of linguistic development.

Adapted from: [http://stevenpinker.com/files/pinker/files/why\\_academics\\_stink\\_at\\_writing.pdf](http://stevenpinker.com/files/pinker/files/why_academics_stink_at_writing.pdf)

# coherence and cohesion

<b>Original version</b>	<b>Reformulated version</b>
<p>Some of the on-going methods are used to prevent the transmission of the mutant mitochondria; of these methods, the pre-implantation genetic diagnostic and the prenatal diagnostic tests, they are used to analyse cells obtained from the embryo but both techniques are inefficient in predicting the exact level of heteroplasmy in the whole embryo (Chiaratti <i>et al.</i>, 2011). With the use of maternal spindle transfer, the expected outcome is the delivery of off-springs that are genetically related to both of their parents, as</p>	<p>A number of methods are used to prevent the transmission of mitochondria. For example, the pre-implantation genetic diagnostic and the prenatal diagnostic test are used to analyse cells obtained from the embryo. Neither method, however, is able to predict the exact level of heteroplasmy in the embryo (Chiaratti et al 2011). By using the maternal spindle transfer, we can expect the delivery of off-springs that are genetically related to both of their parents.</p>

Adapted from: Ellwood, C.(2011)

Original version	Reformulated version
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# hedging language of caution tentative language

Academic writing might give the impression that it is factual, conveying precise, accurate and objective facts and information. “However, it is now recognised that an important feature of academic writing is the concept of cautious language, often called *hedging*.” In other words, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making.”

Hedge Class	Function
<p><b>Shields</b> Devices that take responsibility for the claim made away from the author. They function as a tool protecting the author from any criticism. The writer aims at not being on record with regard to the propositions expressed in the text.</p>	<p>Responsibility shifting e.g. ...([1], [2], [3],)..., ...it is shown in [3]..., Romanowska found..., ...we refer reader to [3, 4]..., ...see [10]...</p> <p>Speaking facts The writer shields his/her claims through stating “the commonly accepted” view. e.g. Definition 1..., A map is..., ...is defined to be..., ...space is said to be...</p>
<p><b>Mitigators</b> The author admits his/her responsibility for the claims made. The writer takes stance while using mitigators, but decides to weaken his/her propositions for various reasons.</p>	<p>Approximation e.g. ...some..., ...more..., Several, ...similar...</p> <p>Possibility e.g. ...may..., ...can..., ...possible...</p> <p>Understatement By using these devices, authors lessen the importance and the validity of their claims. e.g. ...notions..., ...concept...</p> <p>Admitting incompleteness e.g. ...briefly..., however,...</p>

<b>Introductory verbs</b>	e.g. seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest
<b>Modal verbs</b>	e.g. would, may, might, could
<b>Frequency adverbs</b>	e.g. often, sometimes, usually
<b>Modal adverbs / adjectives</b>	e.g. probably, possibly / probable, possible
<b>Modal nouns</b>	e.g. assumption, possibility, probability
<b>“That” clauses</b>	e.g. It could be the case that.... It might be suggested that...
<b>“To”-clause + adjective</b>	e.g. It may be possible to obtain

In addition, **to the best of our knowledge**,  
there is no facile and practical method for  
the synthesis of this compound in the literature.

This system prevents attacks on both server and client sides.



According to simulation studies, under some circumstances this system may reduce certain types of attacks on both server and client sides.



It could be concluded that some evidence seems to suggest that this system might, under some circumstances, have the tendency to reduce at least certain types of attacks on both server and client sides

The fluorescence lifetime measurement of the diol/carbonate pair **will be complete** in two months.

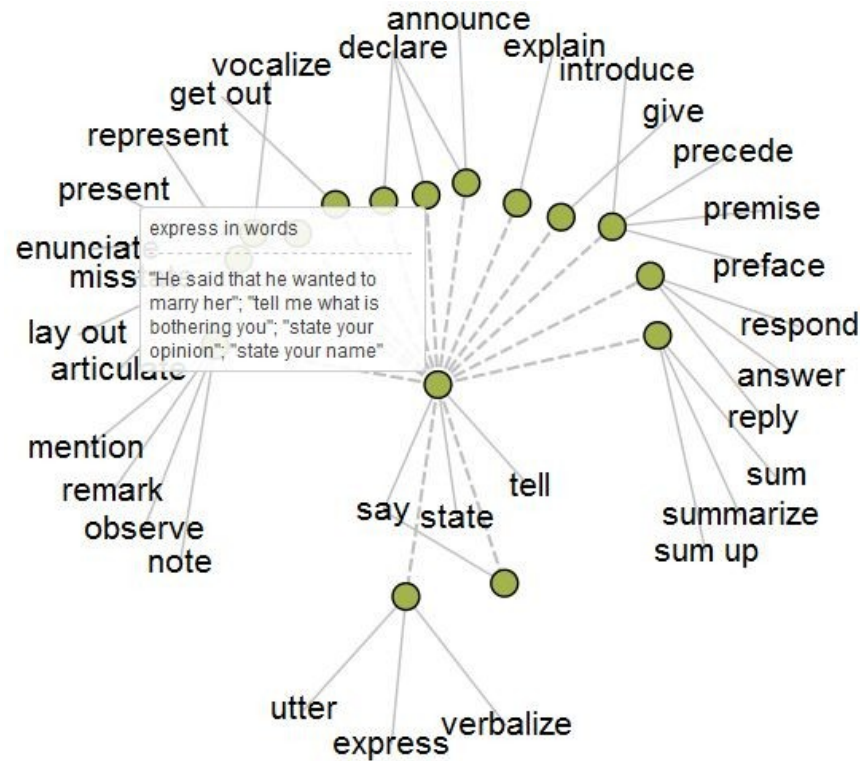
The fluorescence lifetime measurement of the diol/carbonate pair **is expected to be complete** in two months.

---

**It is estimated** that in the next fifty years the world's population **might again grow** 40-50% and if we continuously **used** the amount of water that we are currently using the water supply **may** significantly diminish.

In the next fifty years the world's population **will again grow** 40-50% and if we continuously **use** the amount of water that we are currently using the water supply **will** significantly diminish.

## accuracy and precision





*It is ....*



**certain**

**almost certain**

**very probable / highly likely**

**probable / likely**

**possible**

**unlikely**

**very / highly unlikely**

*...that we will experience similar reactions when acids are used.*

A

**titles**

B

C

D

# sentences

This sentence has five words. Here are five more words.  
Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

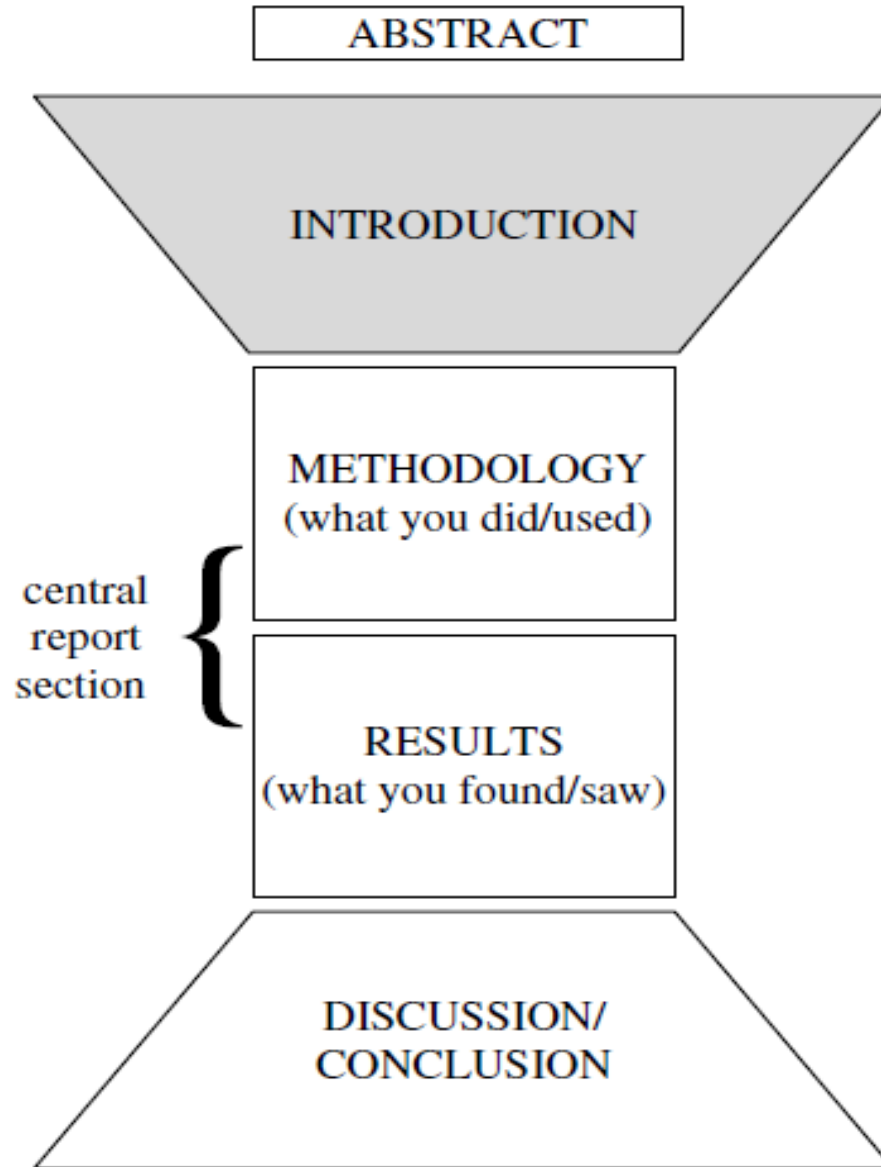
So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

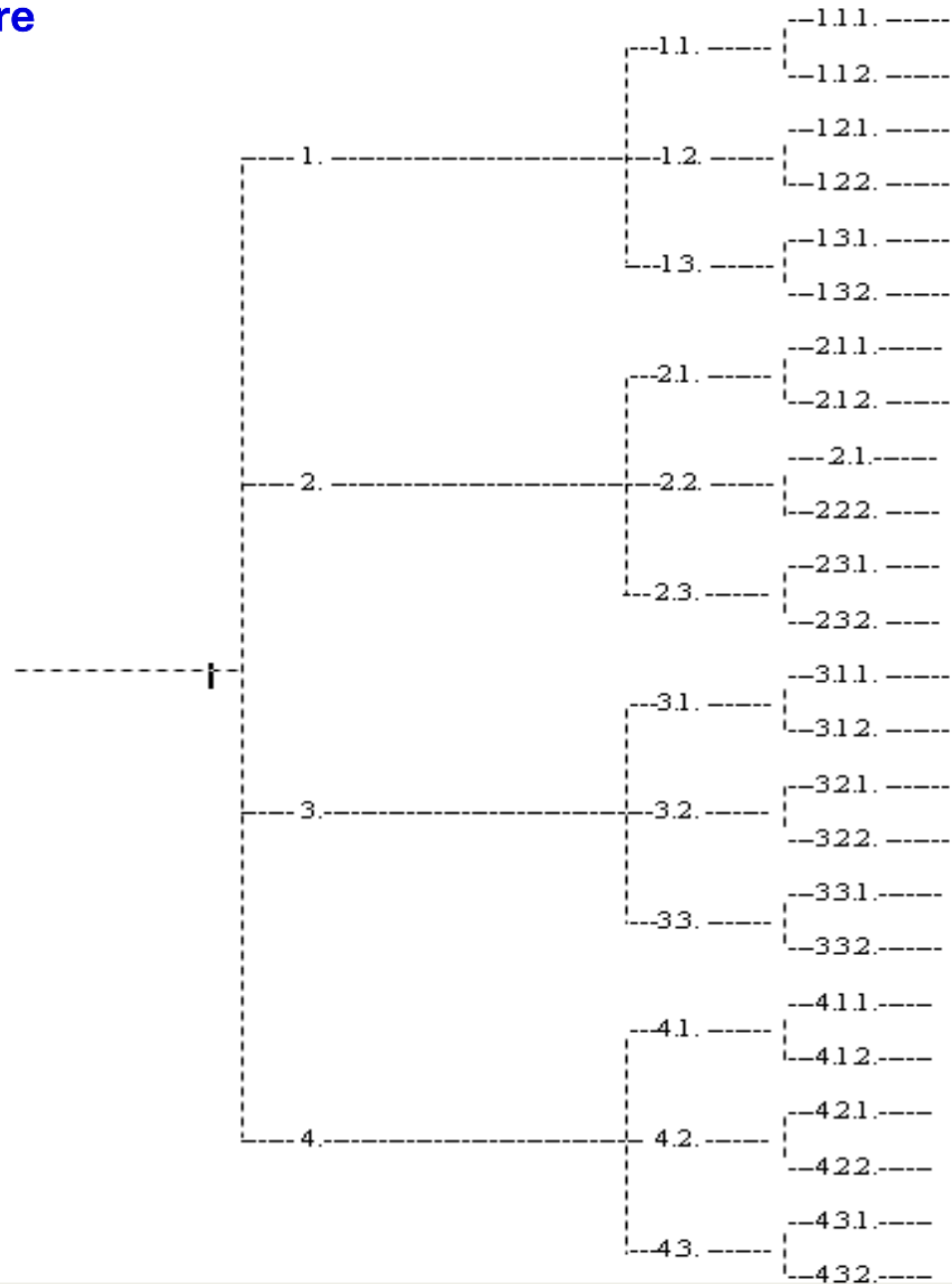
-Gary Provost

Since it was, as mentioned, a test, we did not try to achieve the best results, we just wanted to verify the idea of time characteristics.



**The(Our)** intention was to verify **(its)** time characteristics **(of...)** by means of a **(...)** test.





# Academic Presentations

# Preparation

**TIME MANAGEMENT**

**TOPIC**

**AIMS and OBJECTIVES**

**AUDIENCE ANALYSIS**

**RESEARCH**

**DATA SELECTION**

**DRAFTS**

**AUDIO-VISUAL AIDS**

**NOTES**

**REHEARSAL**



# Individual Parts

**TITLE**

**INTRODUCTION**

**MAIN BODY**

**CONCLUSION**

**QUESTIONS AND ANSWERS**

**DELIVERY**

**Voice**

**Stance**

**Facial Expression**

**Eye contact**

**Gestures**

**Body Movement**

## **Titles**


**A**tractive

**B**rief

**C**lear

**D**escriptive

(AI for brainstorming)

- goal
- time
- structure 

## Introductory Part

- GREETING
- POSITIVE COMMENTS
- NAME + **POSITION**
- TOPIC / TITLE / SUBJECT
- **PURPOSE**
- OUTLINE
  
- TIME
- AUDIO-VISUAL AIDS
  
- QUESTIONS

## **Main Body Part**

- STRUCTURE
- STYLE
- AUDIO-VISUAL AIDS

# Main Body Part

**CONVERSATIONAL style** (but not too familiar)

- SHORT sentences,
- CONCRETE language offering EXMAPLES,
- COHERENT ideas that follow each other NATURALLY while using effective transitions

**TRANSITIONS TYPES:** e.g. clear sign posting language, pausing, point-by-point, flashback, questions

**FREQUENT TRANSITIONS ISSUES:** no transitions, too short, one (the same) for the whole talk

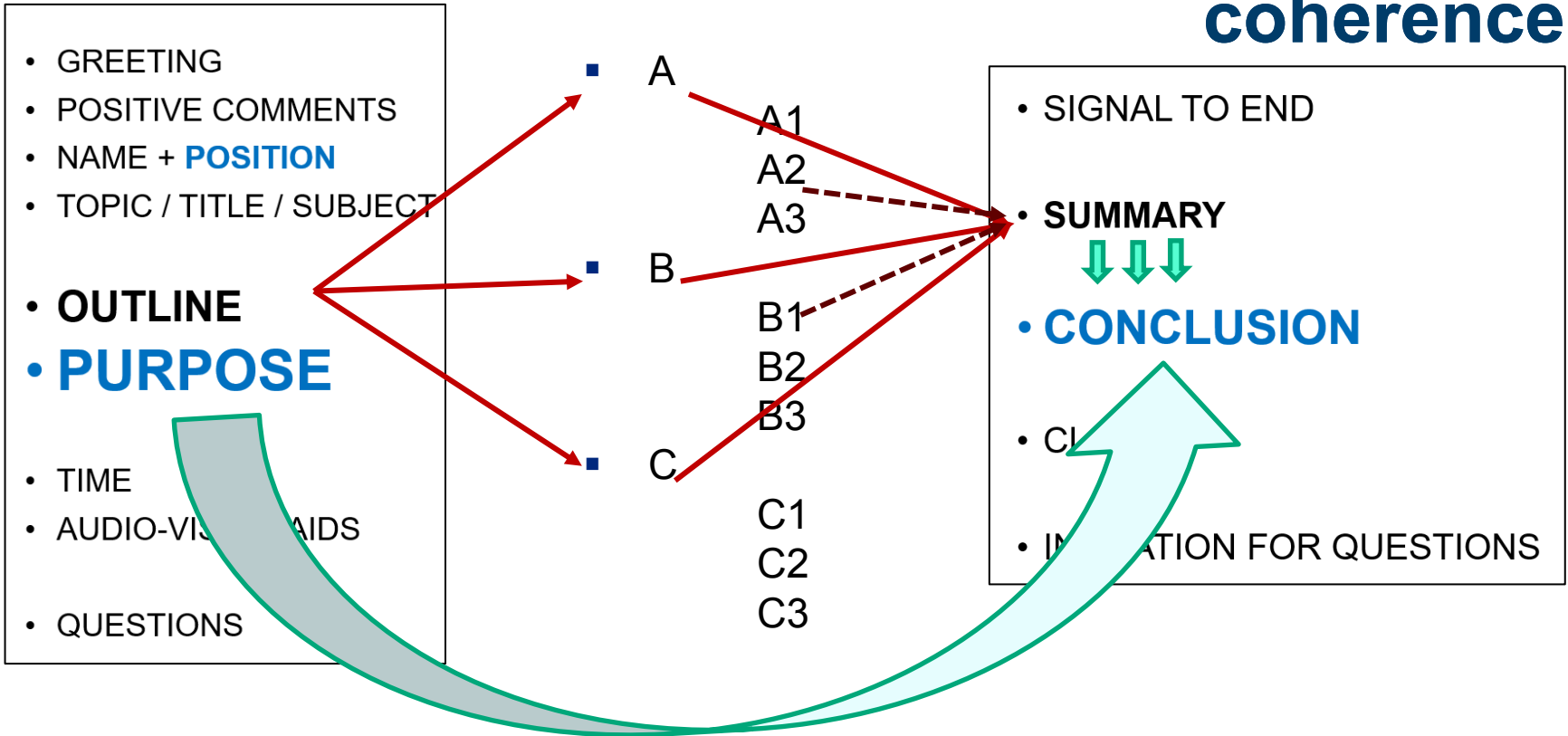
**AUDIO-VISUAL AIDS:**

- less is more
- effective support of you as a speaker
- offer diverse means of communication

## Final Part

- SIGNAL TO END
- **SUMMARY**
- **CONCLUSION**
- CLOSE
- INVITATION FOR QUESTIONS

# coherence



## Questions and Answers Part

- invite questions
- listen carefully right to the end
- welcome the question
- repeat, paraphrase, or clarify if necessary
- take time to think before answering
- answer the question relevantly
- check whether the questioner is satisfied

- A) disagreement
- B) compliment
- C) questioning the accuracy of your sources
- D) interrupting
- E) clarification
- F) irrelevant question
- G) repetition
- H) asking for proof
- I) showing off
- J) asking strings of questions



# Delivery

**voice**

**stance**

**facial expression**

**eye contact**

**gestures**

**body movement**

**Note: The videos are not examples of applicable/good presentations for our purposes, they only include certain aspects (or content) that can be useful to notice and be aware of.**

1) voice focus: <https://www.youtube.com/watch?v=YII-e4QJWG0>

- minute: 3'30'' on... .. a comment on an "ideal" intensity of a credible voice
- minute: 7'28'' on... Margaret Thatcher example
- minute: 14'40'' on... projecting a voice to express different emotions

Btw, the video is in Spanish with English subtitles on purpose, diverse research in different cultures/languages come to very similar results on how human beings perceive different uses of voice. In other words, ideas from this presentation can be applicable to your mother tongues as well.

2) rhythm / parallelism / repetition : [https://www.ted.com/talks/rives\\_the\\_4\\_a\\_m\\_mystery?language=en](https://www.ted.com/talks/rives_the_4_a_m_mystery?language=en)

This video is a great example of work with rhythm, repetition and parallelism (repetition of grammatical structures or vocabulary). Rythm and repetition work in any language, however, there are specific characteristics in each language, which can change the impact; e.g. parallelism works differently in non-English languages, basically, does not work so well. ☺

It can be interesting to watch the whole talk (9 mins) and focus on the speaker's work with rythm, repetition and parallel structures, or here are some examples: Please, ignore the content, it is pure entertainment.

- minute: 0'47'' - 1'50'' ... "a time for ..." - parallelism (repetition –ideally 3x - for emphasis)
- minute: 1'50'' - 5'11''... notice how the presenter works with the rhythm of the speech (slow, fast, repetitions, rhythmic sequences)
- minute: 7'42''... "way back ..." - parallelism (repetition –ideally 3x -for emphasis)

3) audio-visual / body language

[https://www.ted.com/talks/beau\\_lotto\\_amy\\_o\\_toole\\_science\\_is\\_for\\_everyone\\_kids\\_included?language=en](https://www.ted.com/talks/beau_lotto_amy_o_toole_science_is_for_everyone_kids_included?language=en)

- minute: 0'10'' - 3'00'' - **audio-visuals**: compare the visuals of the first two minutes with those of the later minutes and think of effectiveness and relevance of the two types; and on the expectations set at the beginning.
- minute: 1'30'' - 2'00'': **body language** + voice (the teacher) – compare with: 6'12''- 7'00'' (the student), you can even try and watch both bits without sound first, only than with the sound to get a better focus on the body language itself
- minute 6'12'' - 7'11'' (focus on the body language of the teacher at the back) – compare with 7'58'' - 9'20'' (focus on the body language of the teacher at the back)

# Delivery

***Note: The videos are not examples of applicable/good presentations for our purposes, they only include certain aspects (or content) that can be useful to notice and be aware of.***

4) audio-visuals – when you need to be make sure your audience (general public in this cse) gets the point  
You may know Hans Rosling and his lecture shows. Apart from enjoying the learning experience, it may be useful to notice how his use of audio-visuals is effective. What strategies does he use to make sure everybody understands what he shows?

- 1) <https://www.youtube.com/watch?v=hVimVzgtD6w>
- 2) <https://www.youtube.com/watch?v=2LyzBoHo5EI&t=48s>