

**Специализированный курс по
Academic Writing в СПбПУ
(Весенний семестр 2015)**

**Первый опыт и перспективы на
будущее**

ИДЕЯ

Семинары «Стратегия и тактика научных публикаций»

Публикационный марафон Недели науки 2014

Организация группы обучения преподавателей Academic Writing в ИКНТ

Формат занятий

2 раза в неделю по 3 акад.
часа + домашние задания

2 направления занятий:

- Обучение основам академического письма
- Работа со специальными инструментами анализа текста

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WRITING A PARAGRAPH

A paragraph- a group of related sentences that discuss mainly one idea

- can be long enough;
- the number of sentences is unimportant;
- in academic writing; in essay; in a book(fiction);
- visually organized

THREE PARTS OF A PARAGRAPH

The TOPIC SENTENCE

- states the main idea of the P.
- names the topic;
- limits the topic to one specific area;

The Controlling idea

- announces the specific area

Supporting Sentences

- develop the topic sentence;
- explain or prove the topic sentence;
- give more information

Concluding sentence

- signals the end of the P;
- summarizes the P. with important points
to remember;
- is needed only for stand-alone P.

Important points about paragraphs

1. A good topic sentence

- is a complete sentence with a subject, a verb, and a controlling idea;
- states the main idea of the paragraph;
- is neither too general nor too specific;
- the controlling idea limits the topic to one specific area that can be discussed.
- is usually the first sentence in the paragraph

2. Good supporting sentences

- develop the topic sentence (explain or prove the topic sentence by giving more information about it).
- are specific and factual
- can be examples, statistics, or quotations

3. A good concluding sentence

- signals the end of the paragraph and leaves the reader with important points to remember.
- summarizes the important points briefly or restates the topic sentence in different words.

THE TOPIC SENTENCE

- the most important sentence in a P.
- Indicates what the P. is going to discuss
- The helpful guide to both: the Writer and the Reader

The Writer: can see what important information to include and what important information to exclude

The Reader: can see what the P. is going to be about;
can be better prepared to understand it

STRUCTURE:

- a complete sentence (at least one subject and one verb);
- contains both a topic and controlling ideas;
- Is usually the first sentence in the P.

Supporting Sentences

Supporting sentences explain or prove the topic sentence. One of the biggest problems in academic writing is that writers often fail to support their ideas adequately. They need to use specific details to be thorough and convincing.

Examples - the easiest kind of supporting detail to use because you can often take examples from your own knowledge and experience. You don't have to search the library or the Internet for supporting material. Furthermore, examples make your writing lively and interesting, and your reader is more likely to remember your point if you support it with a memorable example

The Concluding Sentence

A concluding sentence serves two purposes:

1. It signals the end of the paragraph.
2. It leaves the reader with the most important ideas to remember. It can do this in two ways:
 - By summarizing the main points of the paragraph
 - By repeating the topic sentence in different words

Linking paragraphs together

Each new paragraph begins with a phrase that links it to the previous paragraph, in order to maintain continuity of argument:

- *Despite this (i.e. the lack of a conclusive link)*
- *All these claims (i.e. arguments in favour of the previous idea)*

In order to begin a new topic you may use:

- *Turning to the issue of . . .*
- *Some (points, elements, arguments...) must also be examined . .*
- *. . . is another area for consideration*

Paragraphs can also be introduced with adverbs:

- *Traditionally, few examples were . . .*
- *Finally, the performance of . . .*

WRITING AN ESSAY

Brainstorming

Organizing

Drafting

Reviewing

Revising

Publishing

CHOOSING A TOPIC

The topic must:

- Not be too broad
- Not be too narrow
- Be interesting and important
- Be something that you know about
- Be researchable
- Have a point

Writing a thesis statement

- **A thesis statement** for an essay functions like the topic sentence of a paragraph; it tells the reader **the main idea of the essay**. However, while a topic sentence of a paragraph is often the first sentence, the thesis statement of an essay is usually **the final sentence of the introduction**.
- A thesis statement for **an expository paper**- the main topic and the major areas to be discussed;
- A thesis statement for **a persuasive paper**- tells the author's opinion

EXPOSITORY OR PERSUASIVE?

- *an expository paper*- explains or describes by presenting facts about a person or a subject. The writer might not have an opinion about the topic; it contains information and doesn't seek to change beliefs or behavior.
- *a persuasive paper* aims to convince the reader of the writer's opinion about a theme or issue. The writer's opinion about the topic should be obvious. It aims to convince the reader to adopt a certain attitude or take a certain action.

Types of Essays:

Process Essays

- PE is describing smth in chronological order:
- To tell stories;
- To relate historical events;
- To write (auto)biographies;
- to explain processes and procedures (“how to...” essays);
- Time order indication (chronological order signal words).

Types of Essays: Cause/Effect Essays

You discuss:

- the causes (reasons) for smth
- the effects (results)
- both causes and effects

Organization:

- “block” organization
- “chain ‘organization

Types of Essays:

Comparison/Contrast Essays

- A common pattern for writing about similarities and differences.
- Two ways of organization:
 - point-by-point(some similarities and some differences are discussed in some order without grouping them into blocks);
 - block organization (all similarities in one block and all differences in one block).
- Using comparison and contrast signal words

PARTS OF AN INTRODUCTION

- **Background information or explanation**
- **An interesting story or event**
- **Some surprising information (a hook- a sentence or two to catch the reader's attention)**
- **A quotation or saying**
- **An unusual fact or some surprising statistic**
- **The beginning of a story**
- **A question (tricky to use affectively)**

The information after the hook sets up the thesis statement

Introduction

- 1. An effective introduction explains the purpose and scope of the paper to the reader. The conclusion should provide a clear answer to any question asked in the title, as well as summarizing the main points.**
- 2. There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but a common framework is:**
 - *a. Definition of key terms, if needed.*
 - *b. Relevant background information.*
 - *c. Review of work by other writers on the topic.*
 - *d. Purpose or aim of the paper.*
 - *e. Your methods and the results you found.*
 - *f. Any limitations you imposed.*
 - *g. The organization of your work.*

PARTS OF CONCLUSION

- summary of the main points of the essay
- no new arguments or important information
- the arguments (made in the body of the essay) can be logically extended by making recommendation or prediction
- it's not a novel; there are no surprising endings
- the best thing is if the conclusion can be tied back to introduction (hard to write)

STRUCTURE OF CONCLUSION

- Conclusions tend to be **shorter** and **more diverse** than introductions.
- Some articles may have a ‘**summary**’ or ‘**concluding remarks**’.

But student papers should generally have a final section that

- summarises the arguments and
- makes it clear to the reader that the original question has been answered.

Points generally acceptable in conclusions

- **(a) A statement showing how your aim has been achieved.**
- **(b) Some suggestions for further research.**
- **(c) The limitations of your study (?)**
- **(d) Comparison with the results of similar studies(?)**
- **(e) A quotation that appears to sum up your work.**

Outside sources in academic writing

- Don't write a paper that contains only ideas of others. Use outside sources to *support your own ideas*
- Use paraphrases and summaries
- Make the connection between the borrowed information and your idea clear
- Document your sources to avoid plagiarizing

Paraphrase

Three ways to writing a good paraphrase:

1. Use your own words and your own sentence structure
2. Make your paraphrase approximately the same length as the original
3. Do not change the meaning of the original

Summarizing

Three ways to writing a good summary:

1. Use your own words and your own sentence structure
2. A summary should be shorter than a paraphrase. Only main points and main supporting points should be included. No details.
3. Do not change the meaning of the original

Перспективы развития

Из пожеланий участников Недели науки (при электронной регистрации):

- ✓ ... Очень хотелось бы, чтобы такие группы были образованы для ППС и выдавались сертификаты о повышении квалификации
- ✓ ... Обязательно надо организовать такой процесс
- ✓ ... Организация курсов с периодичностью один раз в год
- ✓ ... Какие тут могут быть вопросы - это дело хорошее. Давайте!
- ✓ Наличие методических материалов
- ✓ Привлечение к обучению сотрудников английскому языку для научных целей (в качестве профессиональных консультантов) авторов опубликованных статей по аналогичной или смежной тематике
- ✓ ... Я бы посещала семинары на английском или лекции по предмету

70% зарегистрированных участников выразили желание посещать занятия