



ACADEMIC WRITING FOR GRADUATE STUDENTS

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General Approach

- Rhetorical Consciousness Raising: Analytical and Rhetorical
- (Swales & Feak, 2012)



UNIT 1: AN APPROACH TO ACADEMIC WRITING

Position yourself as a writer

- The means by which you create in writing a credible image as a competent member of your discipline.

- (Swales & Feak, 2012)

Considerations in Academic Writing

- Audience
 - Purpose
 - Organization
 - Style
 - Flow
 - Presentation
- (Swales & Feak, 2012)





Audience

- Task 4
- Write a short definition of a term in your field for two different audiences. One audience consists of graduate students in a totally unrelated field, while the other could be students in your own graduate program.
- (Swales & Feak, 2012)

Purpose/Strategy

Audience also
influences your
purpose and
strategies

**Does your
audience know
more than the
writer?**

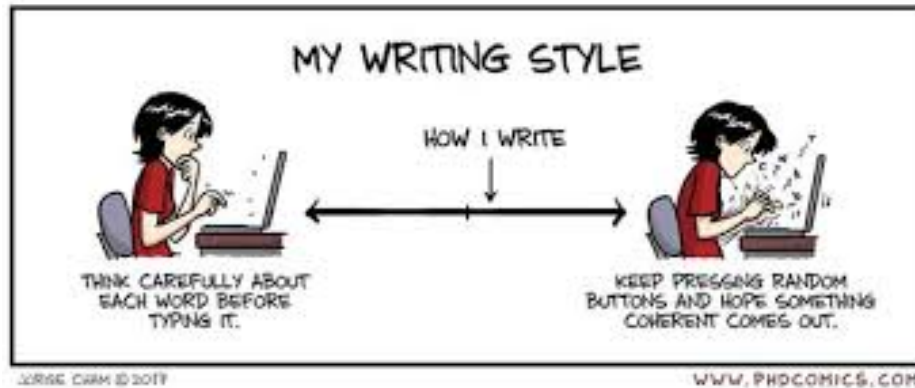
Does your
audience know
less than the
writer?

Organization

Problems and Solutions

1. Situation
2. Problem
3. Solution
4. Evaluation

Style-Language



- Academic writing is often poorly understood by teachers and students alike.
- To express an action or occurrence, one can choose between:
 - Verb+ participle
 - Verb + Preposition
 - Single verb
 - (Swales & Feak, 2012)

Let's try style techniques!

- Researchers have come up with a number of models to describe the effect of certain cola drinks on dental enamel erosion.
- Problems with the new data management software showed up soon after it was launched.
- (Swales & Feak, 2012)

Flow

- Moving from one statement in a text to another.
- Old to new information flow
- Old information on the left side of the sentence, new information on the right of the sentences
- 1st paragraph: start a sentence with familiar information. Then the new sentence, repeat the information and then add new information to the second end of the sentence.
- (Swales & Feak, 2012)
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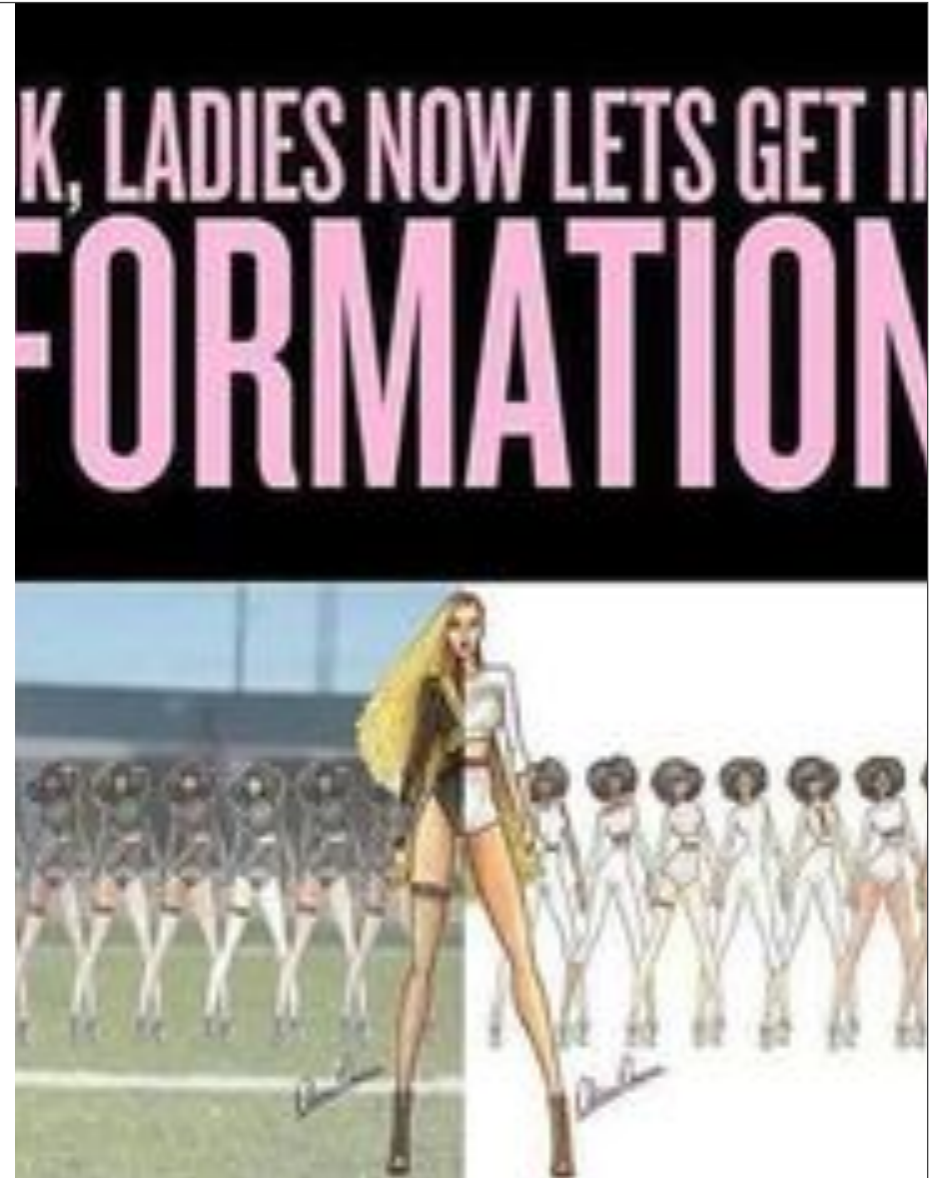
Flow- This and Summary Phrases

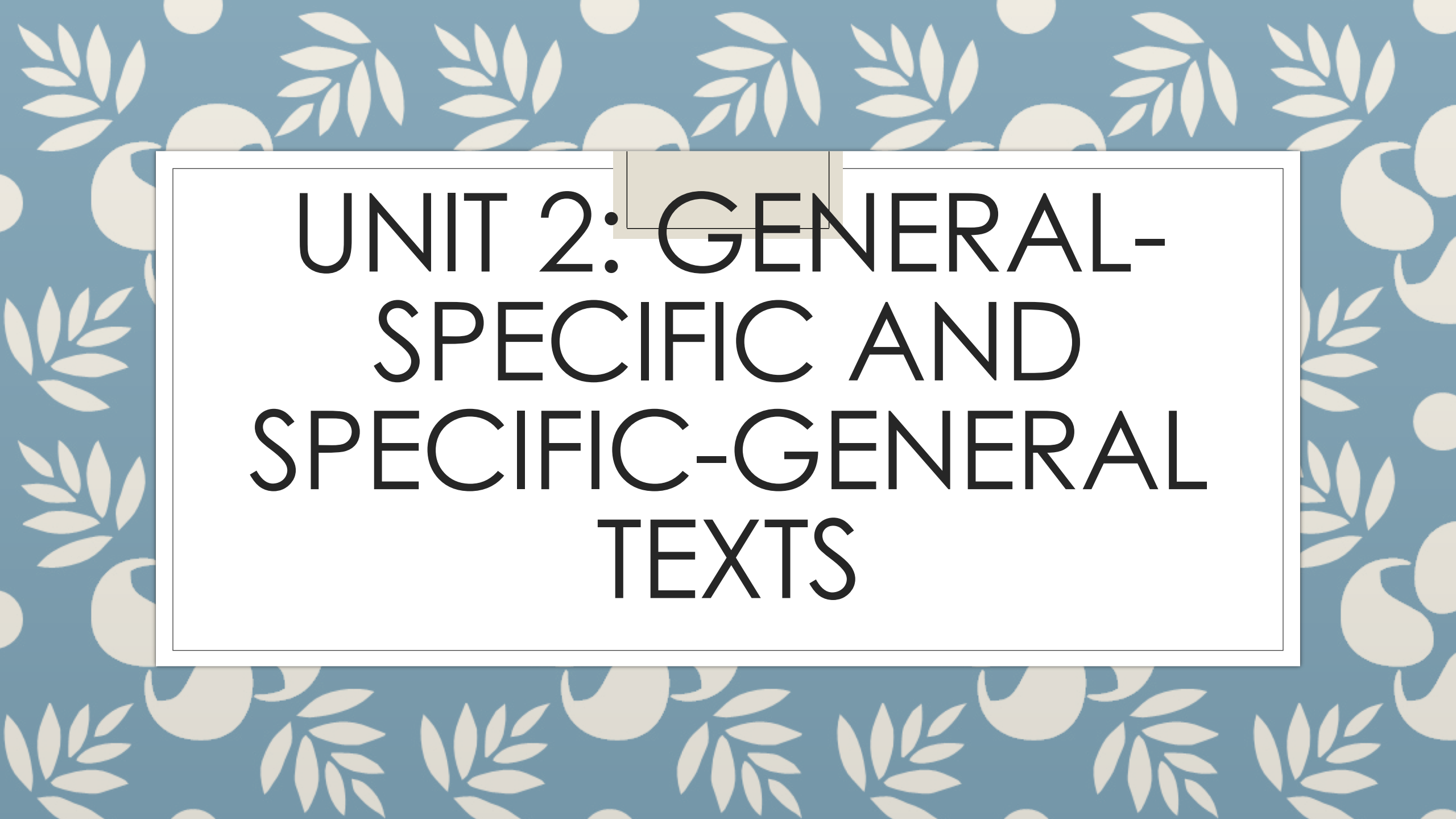
- This/These + a noun can be used to establish a good old-to-new flow of information.
- According to a recent survey 26% of all American adults, down from 38% 30 years ago, now smoke. This _____ can be partly attributed to the mounting evidence linking smoking and fatal diseases, such as cancer.
- a. decline b. decrease c. drop d. improvement e. reduction
- Can you think of any other nouns that could complete the sentence?

Presentation

- ASK YOURSELF
 - 1. Does the information flow?
 - 2. Does your paper seem to be carefully prepared? Are there clear paragraphs?
 - 3. Proofread! Do subjects and verbs agree?
 - Check for misspelled words

NOW WE ARE READY
TO POSITION
OURSELVES AS JUNIOR
MEMBERS OF
ACADEMIA





UNIT 2: GENERAL- SPECIFIC AND SPECIFIC-GENERAL TEXTS

General Specific Texts

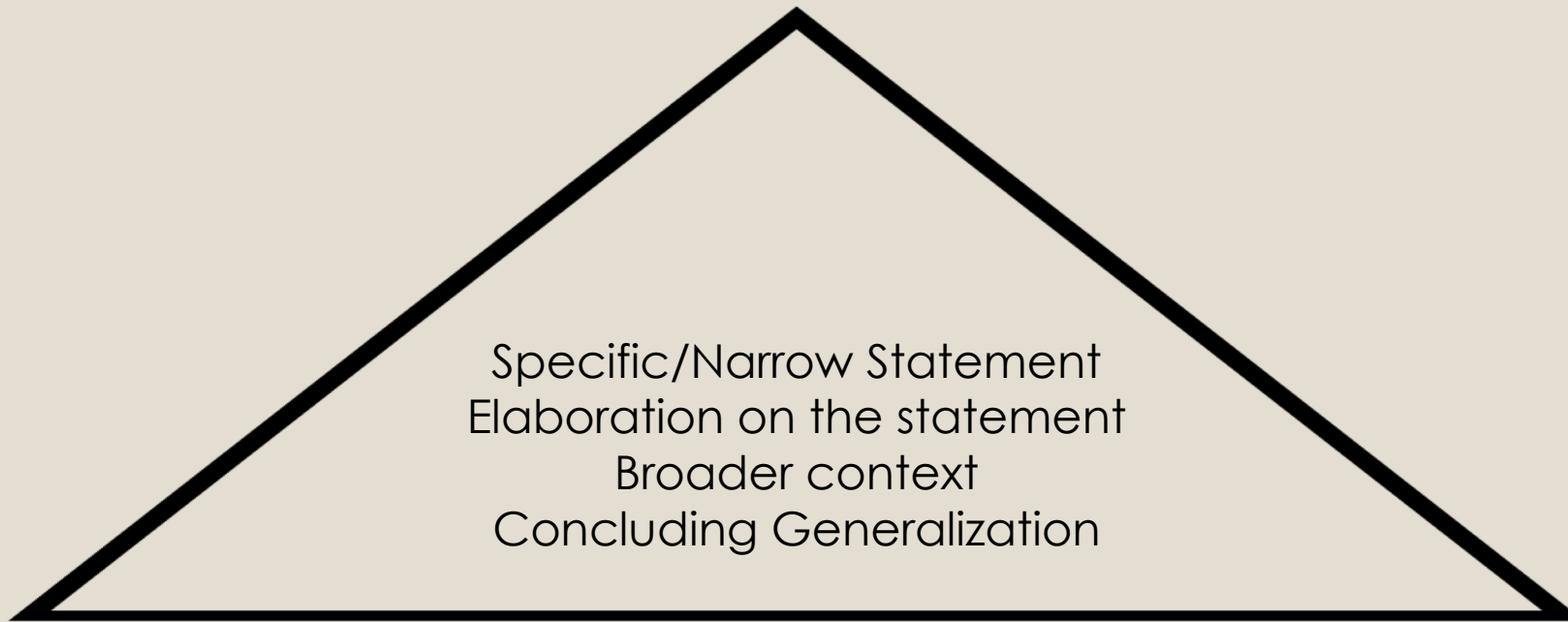
- Moving from broader statements to more specific statements

1. General Statement
2. Elaboration of the Statement
3. More detailed elaboration
4. Broader statement

General Statements

- Facts
 - General statements
 - Definitions
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- (Swales & Feak, 2012)

Specific to General Organizations



Your turn!

- Write a paragraph that is either GS or SG.
- Share with the class.



UNIT 3: PROBLEM, PROCESS, AND SOLUTION

Use Mid-position Adverbs

- The placement of adverbs can influence your readers' ability to anticipate the development of your ideas.
- **Find a single adverb to replace the phrase in italics and then place the adverb in mid-position.**
- The provisions of the law must be applied with care.
- Part II of this paper describes the laws of the U.S. that pertain to agricultural biotechnology in only a couple of paragraphs.
- (Swales & Feak, 2012)

Introducing the Solution

- “Solve”: fairly common choice for introducing a solution
- Synonyms include:
 - Solve, address, overcome, tackle
- *You can also use skeletal sentences to introduce the solution:*
- **One method to address this difficulty is to.....**
- **Recently researchers have made significant progress in overcoming this difficulty by....**
- **Solutions to this problem are now widely discussed. One remedy is to**
- (Swales & Feak, 2012)

References

- Swales, John M.,Feak, Christine B. (2012) Academic writing for graduate students :essential tasks and skills Ann Arbor, Mich. : University of Michigan Press,