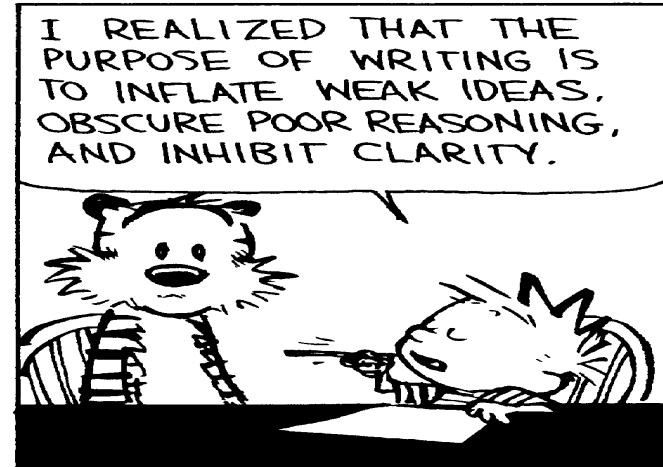
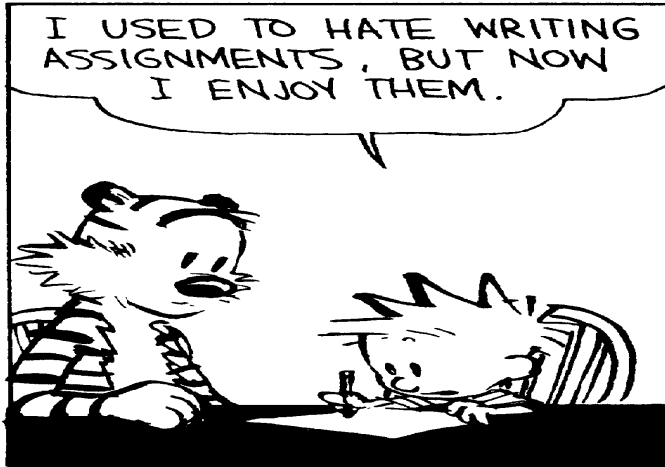


Academic Writing Activities for Students

Dr. Tazanfal Tehseem

What is Academic Writing?



WITH A LITTLE PRACTICE, WRITING CAN BE AN INTIMIDATING AND IMPENETRABLE FOG! WANT TO SEE MY BOOK REPORT?



"THE DYNAMICS OF INTERBEING AND MONOLOGICAL IMPERATIVES IN DICK AND JANE: A STUDY IN PSYCHIC TRANSRELATIONAL GENDER MODES."



Academic Writing

Basic terms



Basic terms

- When do we use academic writing?
- Books and book reports
- Essays
- Research papers
- Conference papers
- Academic journals
- Dissertation and thesis
- ...

Basic terms

- **Main Characteristics of academic writing**
- **General purpose** - to present information which depicts a clear understanding of a subject and topic
- **Specific purpose** - depending on the type of assignment
- **Argument and Persuasion** - To persuade the audience to accept the writer's opinion and attitude
- **Exposition** - To explain something
- **Description** - To describe something
- **Narration** - To tell or retell a story

The structure of academic writing

- Introduction:
 - draws the reader's attention
 - defines the focus, or thesis, that is developed in the main part (body) of the essay
- Body :
 - Consists of paragraphs which should support the thesis and should be arranged appropriately
- conclusion: the summary paragraph

Purpose

Academic Writing

Entertain
Persuade
inform

No Definite purpose

- Poem
- Story

Definite purpose

- Article
- Book
- Assignment

Technical Writing

Inform
Persuade

- Research

Definite Purpose

Supervisor: Order a report

Employee: Write a report

- Needed
- Read for Information

Common Errors in Academic Writing

The background image shows a whiteboard with a list of common errors in academic writing. The list includes:

- 1. Contractions
- 2. Plural Words
- 3. T-Forms
- 4. Slang
- 5. Abbreviations
- 6. Negatives
- 7. Clashes
- 8. Redundancy
- 9. Vague Language
- 10. Wrong tense
- 11. Wrong subject
- 12. Wrong tense
- 13. Wrong tense

Handwritten notes in red ink provide examples and explanations for some of these errors:

- For "Contractions": "I don't know" and "I can't do it".
- For "Plural Words": "The students were" and "The teachers were".
- For "T-Forms": "I am" and "I was".
- For "Slang": "I'm" and "I've".
- For "Abbreviations": "Ph.D." and "M.A.". *Note: The handwritten note for this item is partially obscured by the 'engVid' logo.*
- For "Negatives": "I don't know" and "I can't do it".
- For "Clashes": "The students were" and "The teachers were".
- For "Redundancy": "The students were" and "The teachers were".
- For "Vague Language": "I don't know" and "I can't do it".
- For "Wrong tense": "I am" and "I was".
- For "Wrong subject": "The students were" and "The teachers were".
- For "Wrong tense": "I don't know" and "I can't do it".
- For "Wrong tense": "I don't know" and "I can't do it".

engVid
LEARN ENGLISH

Format

Academic Writing

Paragraphs

- Topic Sentences

Pictures

Technical Writing

Major Headings

Sub Headers

Markers

- Bullets
- Underlings
- Bold type

White Space.

Illustrations

- Graphs
 - Tables
 - Pictures
 - Drawings
-

Language

Academic Writing

Words

- Elaborate
- Transitions
- Subjective
- Cogitative
- Multiple meaning

Sentence Structure

- Complex
- Embellishment
- Excessive words
- Synonyms
- Passive voice

Technical Writing

Words

- Active vocabulary
- Plain
- Easily understood
- Objective
- Non-sexist
- Avoid pronouns

Sentence Structure

- Uncomplicated
 - Repetition
 - Active voice
-

Developing writing

Students benefit from being given opportunities to:

- Practise writing in the discipline
- Reflect on their writing and other aspects of their learning
- Reflect on feedback from their teachers

Freewriting

- Peter Elbow (1998) argues that freewriting encourages students to write at length without fear of censorship. Benefits include:
 - Freedom to explore a topic
 - Demonstrates knowledge
 - Encourages understanding

Academic freewriting

Use for:

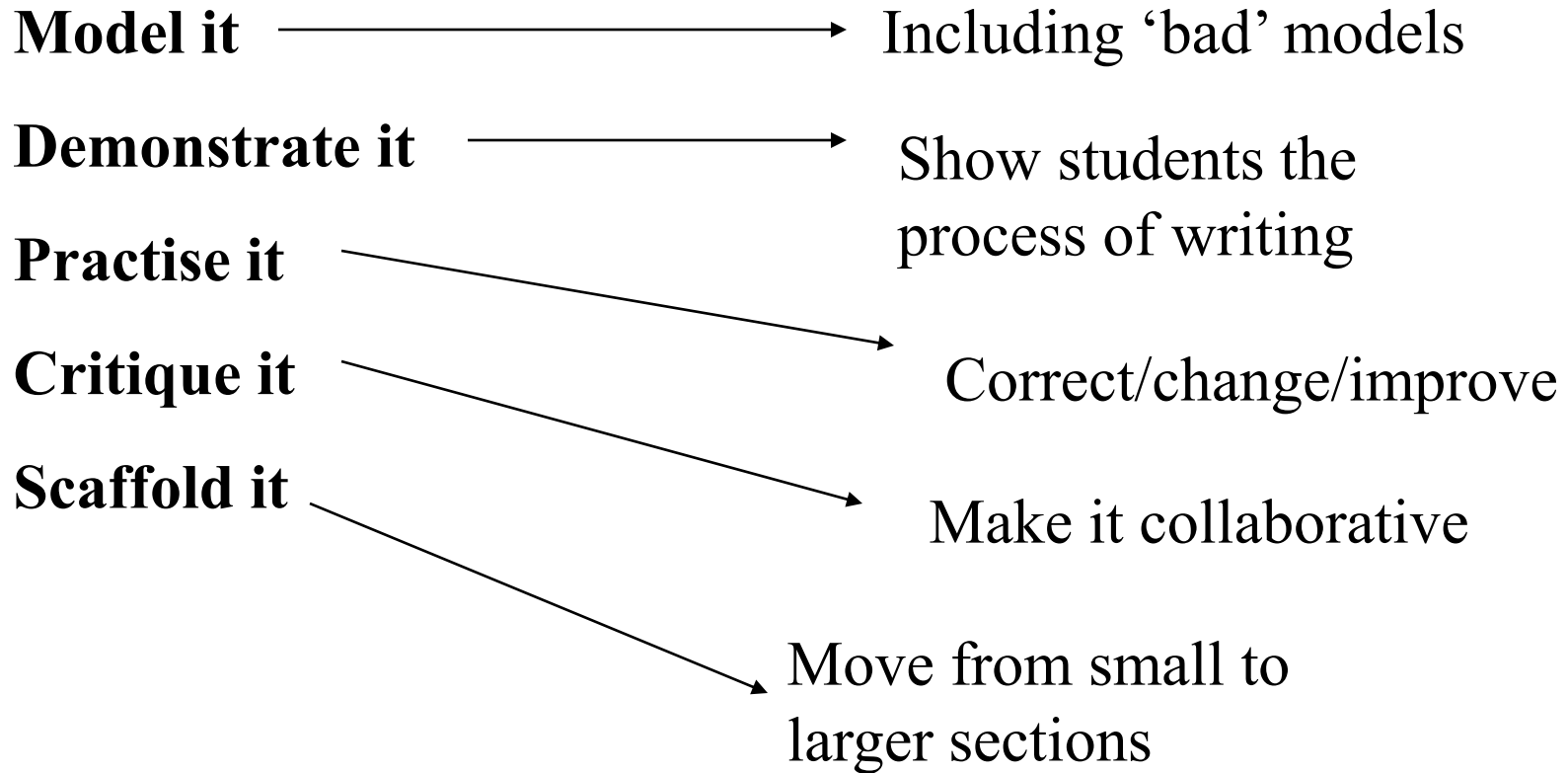
- Writing at length
- Writing in discipline
- Structure
- Proof-reading
- Editing
- Reflecting

What will you do with this information?

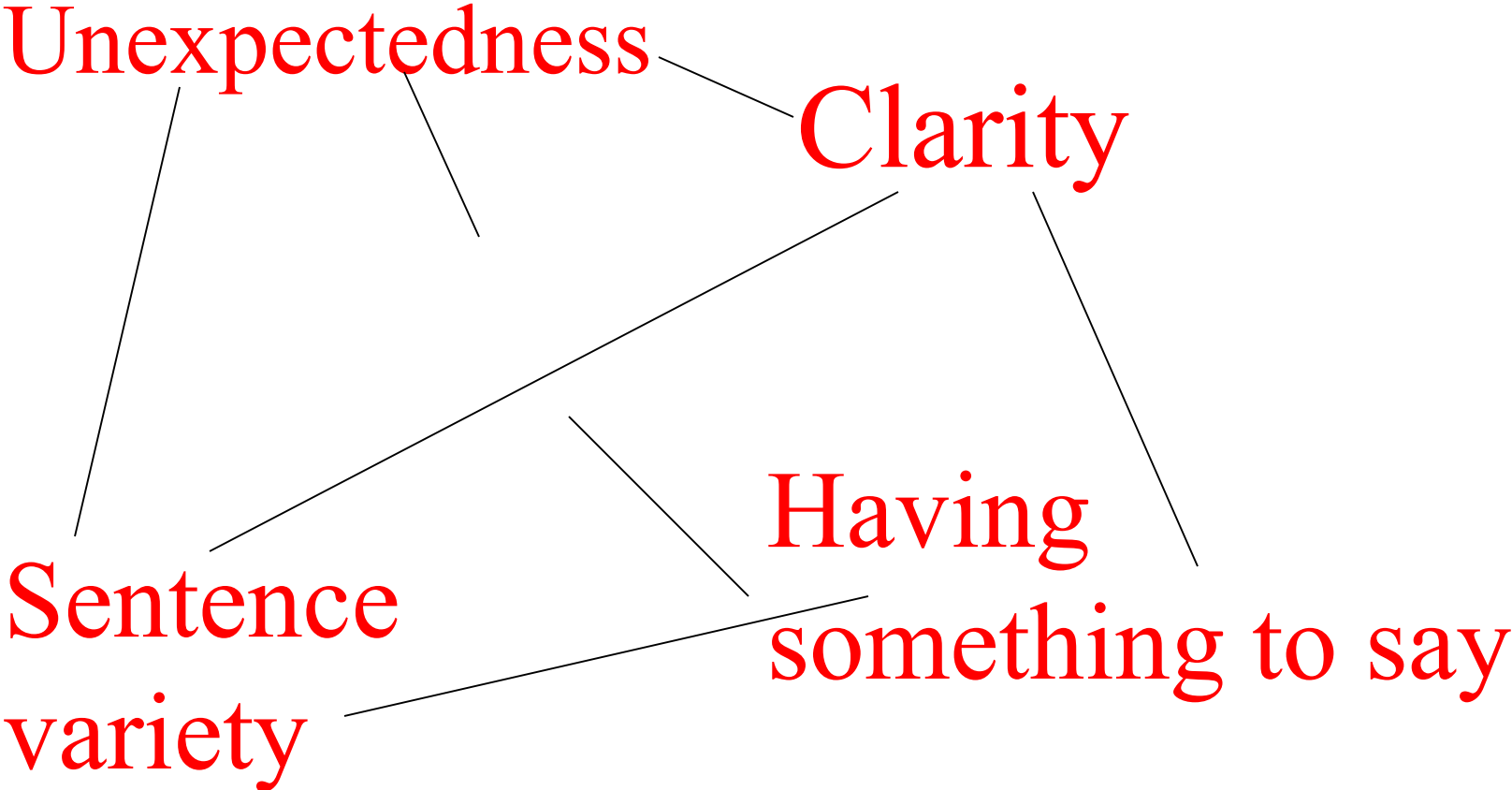
How will it effect you as a student?

Can you use this in your work setting? How?

TEACHING WRITING



TEACHING WRITING



TEACHING WRITING

Jonathan Raban

The road to Multan is long, straight, dusty, littered with wrecked cars and punctuated only by the odd windswept gas station. There are no villages, no oases, and the Gulf is hidden behind sand-dunes which look as if they are suffering from some sort of desert scurf or mange. It is the kind of road on which car crashes look like philanthropic gestures; they at any rate do something to provide a momentary relief in that monotony of sand and rusted oil drums. Skeetering Cola cans, blowing across the highway, make an ersatz wildlife; half-close your eyes, and you can imagine them as rabbits, surprised in a hedgerow on an English lane. On second thoughts, don't: they are just Cola cans, tumbling in the wind across the Arabian desert, their paint stripped, sandblasted down to bare metal.

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What is Academic Writing

What is Academic Writing?

Conclusion

- This presentation included an extended definition of Writing, expressing the need for easy access to information,
- Think about the significance of a writer communicating in clear straightforward vocabulary and sentence structure to convey information.
- Remember; if the intended reader is not able to quickly understand the message the writer failed;