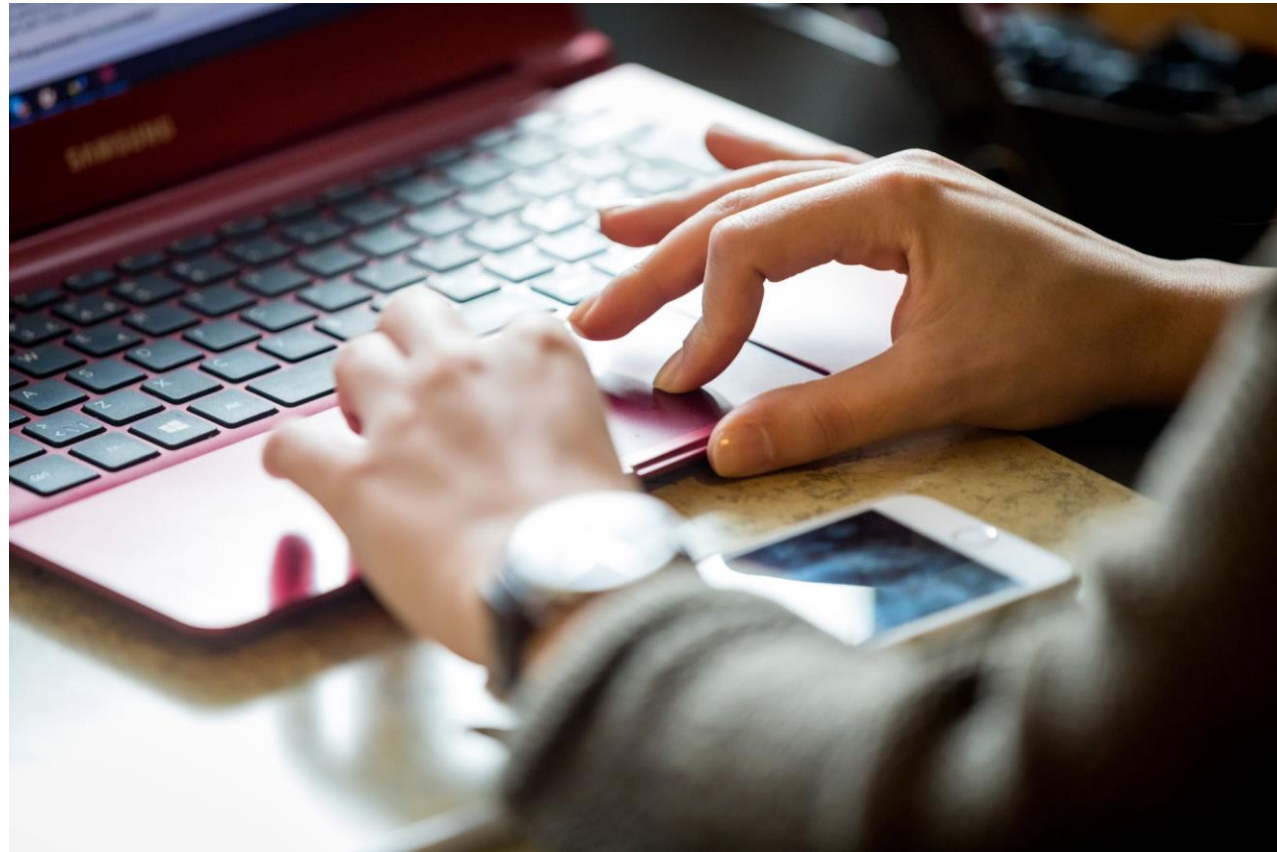




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Writing in an Academic Setting



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The Language Workshop

Photo: Mikael Wallerstedt



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- The Writing Process
- Audience and Guiding the Reader
- The Introduction
- The Paragraph
- Using references
- Language
- Resources



Photo: Magnus Hjalmarsson

Characteristics of Academic Writing

Clear structure

Precise and clear language

Clear presentation of evidence

Secondary sources

Objectivity

Analysis





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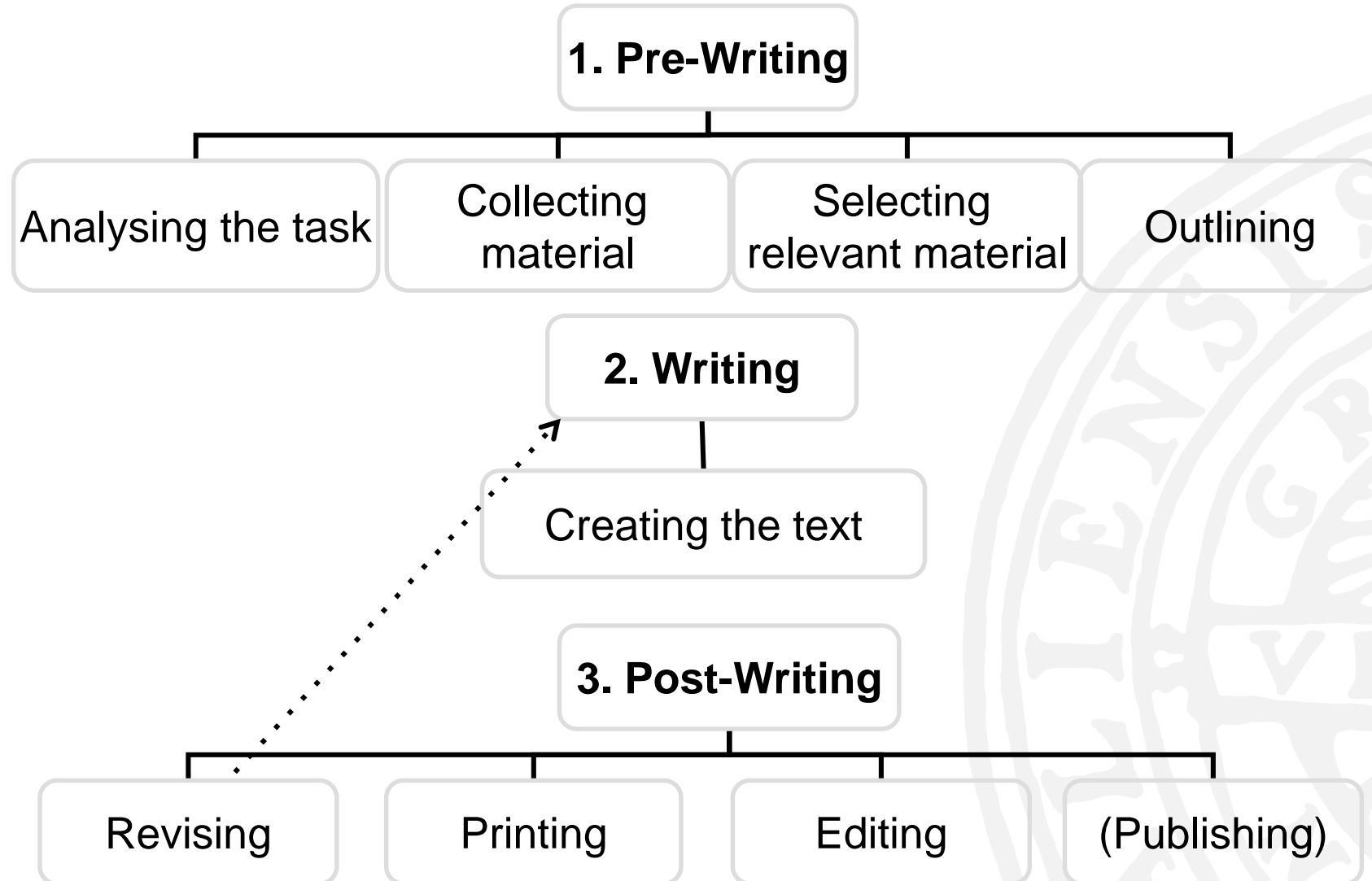
The writing process

Writing an academic text always involves revisions.

The finished product is the goal, but to get there we have to go through the **writing process**.



The writing process





Characteristics of Academic Writing

“[...] think of your project not as solitary work but as a conversation with sources whose work you read and with those who will in turn read your work”

Booth et al. 2008. *The Craft of Research*. p. 7



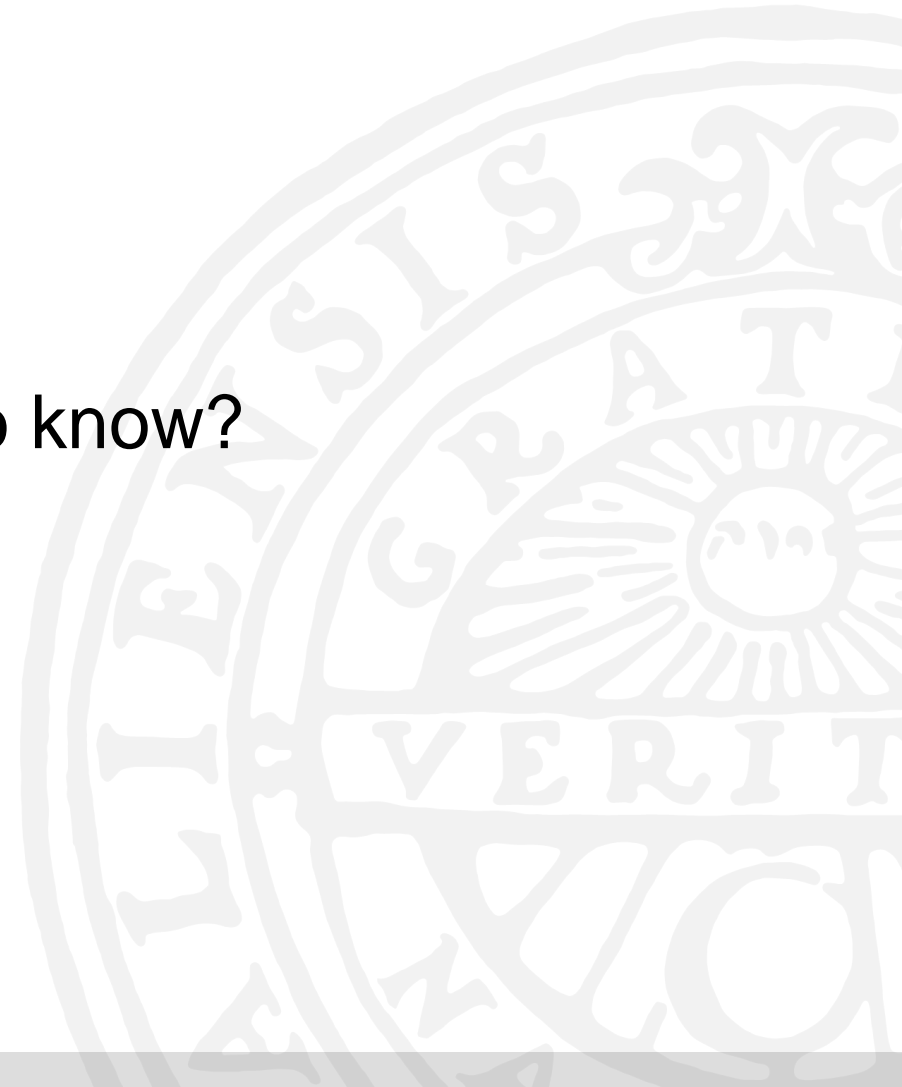
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Writing for an audience

For whom are you writing?

What does your audience want to know?

What do you want to tell them?



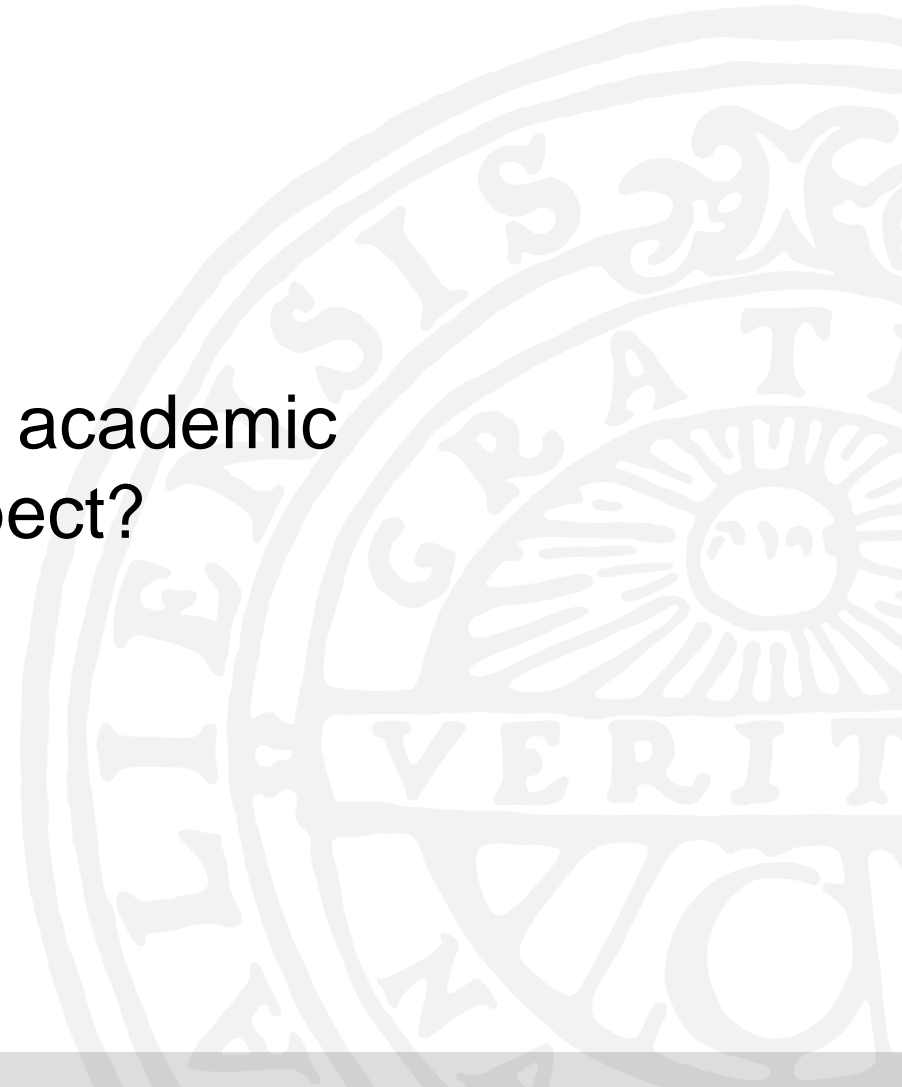


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Writing for an audience

For whom are you writing?

What are the conventions of your academic field – what does your reader expect?





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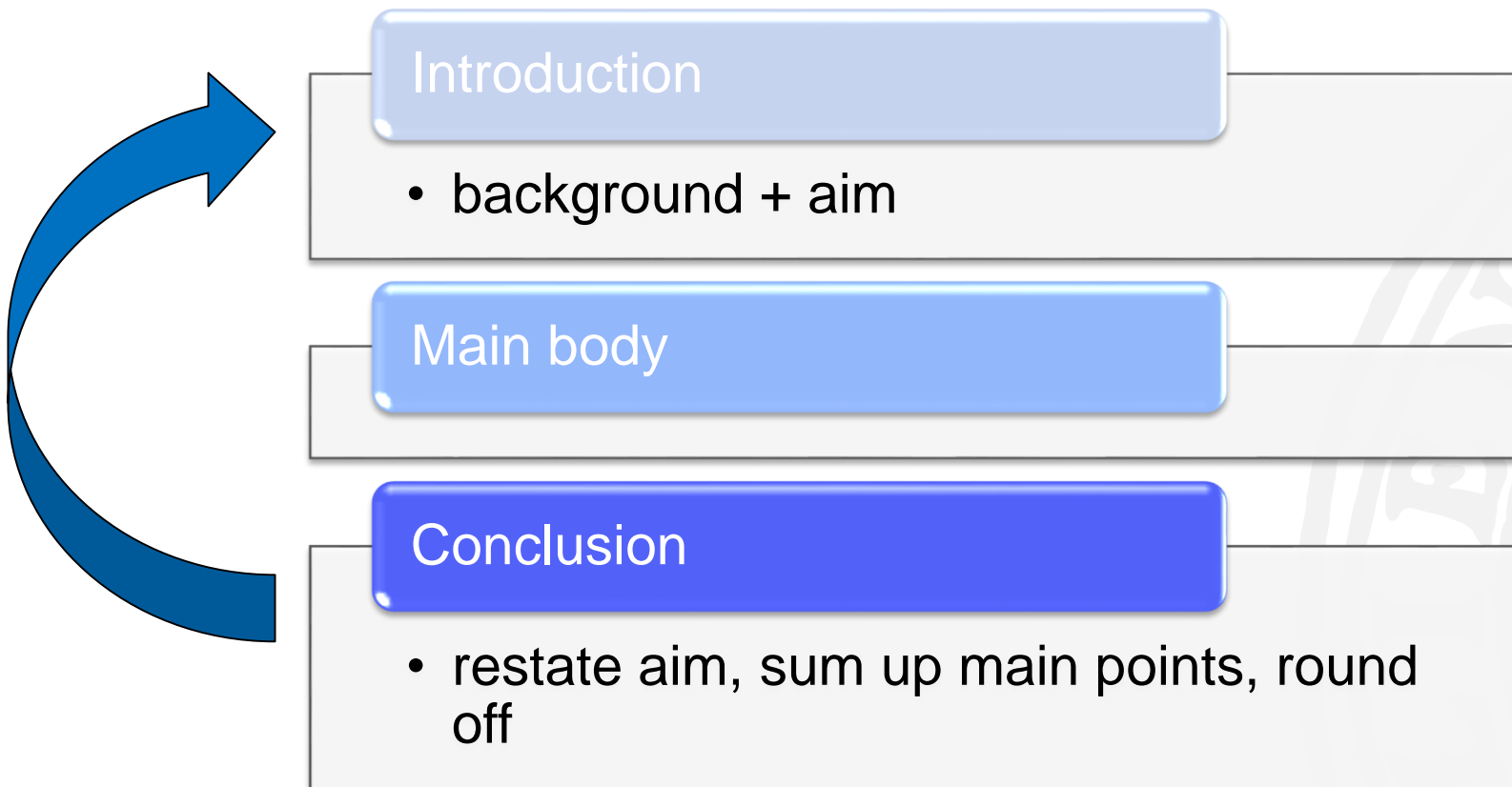
Writing for an Audience

Reading is like making a journey!

Be the tour guide: provide your readers with a road map to your text.



Basic Structure of an Academic text





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Introduction

The present study investigates attitudes to smoking among girls under the age of 18.

So what?

Who
cares?



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Introduction

The number of teenage smokers has increased by 21 percent in the last decade and the increase is mainly among girls. In 2015, 1,500 girls under the age of 18 reported smoke-related health problems, compared to only 500 in 1990 (source). One reason for this dramatic increase could be girls' relaxed attitude to smoking. **The present study investigates attitudes to smoking among girls under the age of 18.**

Very interesting! Tell me more!



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Introduction

General structure of an introduction:

- Contextualizing background
- Statement of the problem
- Response to the problem



Introduction

The number of teenage smokers has increased by 21 percent in the last decade and the increase is mainly among girls. In 2015, 1,500 girls under the age of 18 reported smoke-related health problems, compared to only 500 in 1990 (source). One reason for this dramatic increase could be girls' relaxed attitude to smoking. The present study investigates attitudes to smoking among girls under the age of 18.



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Introduction

The number of teenage smokers has increased by 21 percent in the last decade and the increase is mainly among girls. In 2015, 1,500 girls under the age of 18 reported smoke-related health problems, compared to only 500 in 1990 (source). One reason for this dramatic increase could be girls' relaxed attitude to smoking. The present study investigates attitudes to smoking among girls under the age of 18. **The results show that young girls smoke mainly as a way of socializing and to feel more confident.**



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Introduction

Aim of study:

Research Question(s)

and/or

Hypothesis/thesis statement

- Often late in the introduction.
- Sets the frames for the study.
- Why solve this question?
- How solve this question?



Introduction

Thesis statement

The thesis statement should:

- tell the reader what you aim to prove in your paper.
- present your main claim in a brief manner (preferably not more than one sentence).
- be an answer to the question you pose (explicitly or implicitly).
- be a claim that your readers can agree with or dispute.



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Writing an Introduction

Thesis statement

Explicit/implicit question:

What are the reasons for smoking among young girls?



Thesis statement:

... young girls smoke as a way of socializing and to feel more confident.

Writing an Introduction

Thesis statement

Too vague thesis statement:

There are many reasons why young girls smoke.



Young girls smoke mainly as a way of socializing and to feel more confident.



Writing an Introduction: Summing up

- Move from context to detail
- Start with something readers can relate to
- Don't assume readers will understand why your project is important unless you have told them why
- Make sure readers know exactly what the aim of your project is after having read the introduction



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Writing for an Audience

Reading is like making a journey!

Be the tour guide: provide your readers with a road map to your text.



Writing for an Audience

Tell your reader how to read your text

Make your structure visible:

- The following section will discuss three aspects of....
- There are two reasons why ... First of all ... Secondly, ...
- In conclusion,...



Writing for an Audience

www.phrasebank.manchester.ac.uk

Possible cause and effect relationships expressed tentatively

There is some evidence that X may affect Y.

It is not yet clear whether X is made worse by Y.

This suggests a weak link may exist between X and Y.

The use of X may be linked to behaviour problems in ...

The human papilloma virus is linked to most cervical cancer.

The findings indicate that regular exercise could improve cognitive function in people at risk of ...

X may have been an important factor in ...

X may have contributed to the increase in ...

X may have played a vital role in bringing about ...

X may have been caused by an increase in ...

In the literature, X has been associated with Y.

X in many cases may be associated with certain bacterial infections.

A high consumption of X could be associated with infertility.



Writing for an Audience

Tell Your Reader How to Read Your Text

Use Transition Words:

- In addition, ...
- However, ...

Note! In order for transition words to work, you need to have a structure already! Transition words cannot create a relationship.

Writing for an Audience: Transition Words

The ambition is that the child should be reunited with her parents as soon as possible, having taken the child's well-being into consideration. The child should not be in authority care longer than necessary. It is important that the child and her parents have close contact during the time in care. The social services may not circumscribe the parent-child relationship without strong reasons for doing so.

Writing for an Audience: Transition Words

The ambition is that the child should be reunited with her parents as soon as possible, having taken the child's well-being into consideration. **As a result**, the child should not be in authority care longer than necessary. It is **also** important that the child and her parents have close contact during the time in care. **In other words**, the social services may not circumscribe the parent-child relationship without strong reasons for doing so.

Adapted from Klarspråkstestet, Språkrådet, www.sprakradet.se/testet/



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Levels in a Text

Title

Subheading

Text = paragraphs

Subheadings = road directions

The title/subheading should reflect the content of the text/section.






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Subheadings

Clear subheadings = informative subheadings

Subheading:

Framework

Subheading:

**Framework for
Indicators of
Sustainable Production**



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Levels in a Text

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Text = paragraphs

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The Paragraph

What is a paragraph?

A paragraph is a group of related sentences about a main idea.

--Judith Lambert



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The Paragraph

Paragraph =

Topic sentence +

Supporting sentences





The Topic Sentence

- Captures the essence of the paragraph – foregrounds what is most important (and therefore works as a "map").
- Is often, but not always, the first sentence of the paragraph.
- All the other sentences of the paragraph should relate to the topic sentence, and develop what was expressed in it.



The Topic Sentence

Example without topic sentence:

In Yu et al.'s study, 76 % of the participants stated that daily exercise relieved their pain. In Smith et al., 84 % of the participants reported this effect. In Hoes et al., the largest study to date in this field, no connection was found.



The Topic Sentence

Example with descriptive topic sentence:

Several studies have focused on the correlation between exercise and pain relief. In Yu et al.'s study, 76 % of the participants stated that daily exercise relieved their pain. In Smith et al., 84 % of the participants reported this effect. In Hoes et al., the largest study to date in this field, no connection was found.



The Topic Sentence

Example with analytical topic sentence:

The correlation between exercise and pain relief remains unclear. In Yu et al.'s study, 76 % of the participants stated that daily exercise relieved their pain. In Smith et al., 84 % of the participants reported this effect. In Hoes et al., the largest study to date in this field, no connection was found.



The Topic Sentence

The correlation between exercise and pain relief remains unclear. In Yu et al.'s study, 76 % of the participants stated that daily exercise relieved their pain. In Smith et al., 84 % of the participants reported a **similar** effect. **However**, no connection was found in Hoes et al., the largest study to date in this field.



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Characteristics of Academic Writing

“think of your project not as solitary work but as a conversation with sources whose work you read and with those who will in turn read your work”

--*The Craft of Research*, Wayne Booth
et al (7)



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Characteristics of Academic Writing

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Characteristics of Academic Writing

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--*The Craft of Research*, Wayne Booth et al (7)



Using Secondary Sources

Cite a source when using:

1. Direct quotes
2. A paraphrase or summary of what someone else has written or said
3. Someone else's ideas or opinions
4. Statistics (unless they are your own)
5. Illustrations, pictures, or diagrams that are not your own
6. Information that is not common knowledge

Using Secondary Sources

Common Knowledge

“Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources”

(http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)



Using Secondary Sources

Use secondary sources to

- distinguish what your contribution to the field is and put your own study into a bigger context.
- support a claim you make.
- show results that are different from your own—and explain why.



Using Secondary Sources

Secondary sources should

- be relevant in the text they are used in.
- not be used just to show that you have read a book/article.
- be integrated into the text they are used in.
- should give an accurate idea of what the source is saying.



Using Secondary Sources

Summarizing

- to put the main idea(s) into your own words, including only the main point(s)
- to present a broad overview
- usually much shorter than the original text
- must be attributed to the original source

Paraphrasing

- to put a passage from a source into your own words
- to change the words or phrasing of a passage, but communicate the original meaning
- must be attributed to the original source

Quoting

- matches the source word for word
- usually a brief segment of the text
- appears between quotation marks
- must be attributed to the original source



Paraphrasing

“Since electricity cannot be stored easily in large scale, unscheduled changes in wind power production have to be balanced by conventional power plants in order to maintain the supply and demand equilibrium.”

Since electricity is difficult to store in large scale, unexpected changes in wind power production have to be matched by traditional power plants in order to uphold the balance between supply and demand (Aigner 2013).



Paraphrasing

“Since electricity cannot be stored easily in large scale, unscheduled changes in wind power production have to be balanced by conventional power plants in order to maintain the supply and demand equilibrium.”

One of the challenges of wind power usage is its unstable production flow, which is due to unexpected wind power production changes. This challenge, together with the fact that extensive storage of electricity is difficult, means that wind power has to be combined with traditional power plants (Aigner 2013).

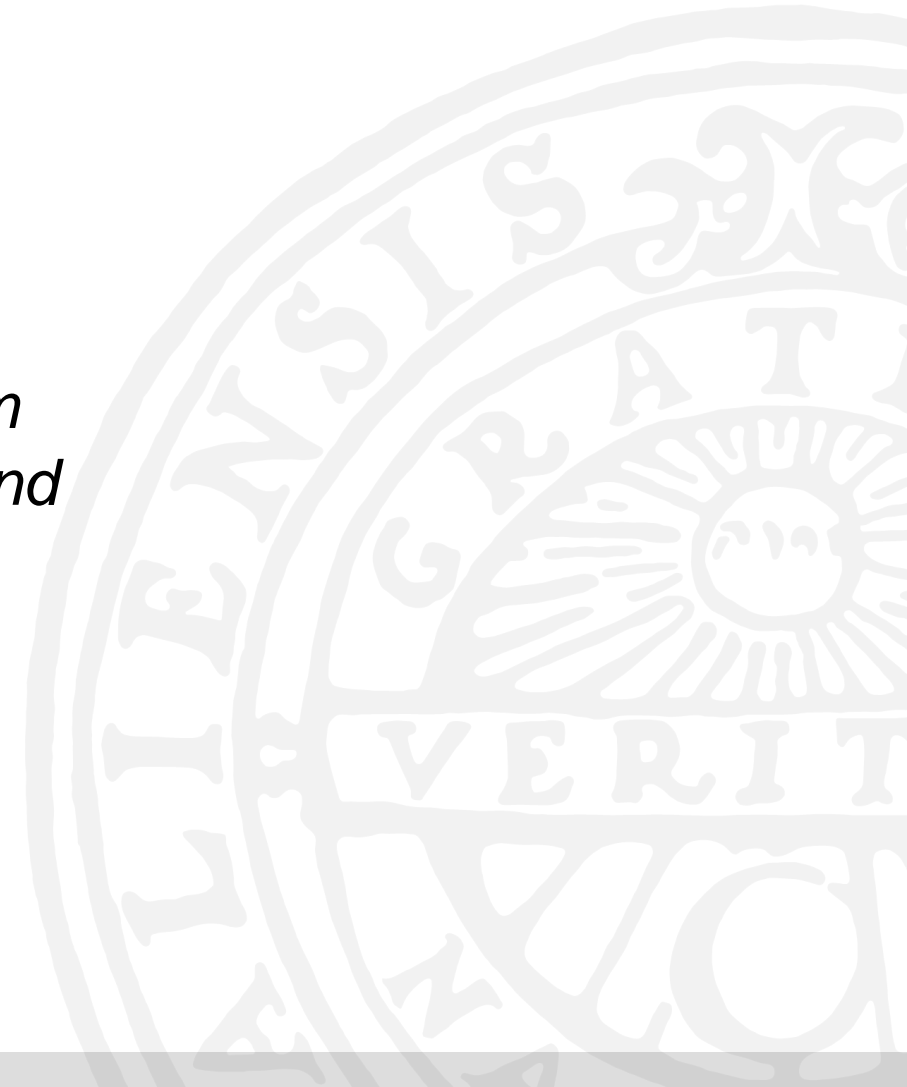


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Adapted from:

Aigner, Tobias. (2013) *System
Impacts from Large Scale Wind
Power.*

p. 2





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...written in your own words.

Note-taking:

Key words

Language

Check original source



Photo: Daniel Golabiewski



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Integrating Another Scholar's Work

What is the difference between....

Martin Sloane (2009) has found that grid interconnection poses the greatest challenge to the establishment of offshore wind farms.

= author-prominent citation

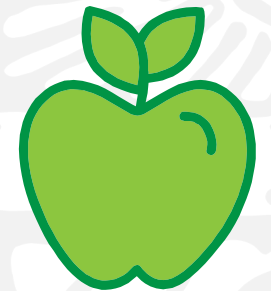
Grid interconnection poses the greatest challenge to the establishment of offshore wind farms (Sloane 2009).

= research-prominent citation

Integrating Another Scholar's Work

What is the difference between....

- In “Apples and Health,” Smith shows that apples are healthy.
- In “Apples and Health,” Smith suggests that apples are healthy.
- In “Apples and Health,” Smith states that apples are healthy.





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Academic Language

- Concise
- Precise and clear
- Appropriate level or *register*
- Correct





Concise Language

I didn't have time to write a short letter, so I wrote a long one instead.

--Mark Twain



Concise Language

There is a wish on the part of many scholars to establish a new research center for the purpose of studying sustainable energy sources.



Many scholars wish to establish a new research center for the study of sustainable energy sources.

A comet hit Jupiter in the year 1997.



A comet hit Jupiter in 1997.



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Avoid Vague References

Charlie e-mailed Emma yesterday to explain why he had not shown up for work the day before. This made Emma angry.

Why is Emma angry?



Avoid Vague References

Charlie's unexplained absence from work made Emma angry.

Charlie's late e-mail made Emma angry.

Because Charlie e-mailed Emma yesterday to explain why he had not shown up for a meeting the day before, Emma became angry.



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Avoid Vague Language

When using words like

this, that, they, it ,

make sure it is clear what they refer to.



Avoid Vague Language

Use words like

important, very, seldom, interesting

with caution. They may seem vague and subjective.

X is an important method.



X is an important method when investigating Y because....

Appropriate register

Appropriate means:

neither too high

using the longest words in the thesaurus
writing extremely long and complex sentences

nor too low

using speech-like language and slang
writing only simple sentences



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(In)appropriate register

There is simply no substitute for fresh fruit and vegetables!
People on the Mediterranean coastline often eat up to a pound of vegetables each day. Whether as a snack between meals, as part of a delicious crunchy salad for lunch or as a healthy dessert alternative, they are packed full of vitamins, nutrients and fibre that are essential for a healthy well-being.

(In)appropriate register

There is simply no substitute for fresh fruit and vegetables!
People on the Mediterranean coastline often eat up to a pound of vegetables each day. Whether as a snack between meals, as part of a delicious crunchy salad for lunch or as a healthy dessert alternative, they are packed full of vitamins, nutrients and fibre that are essential for a healthy well-being.



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Resources

The Academic Phrase Bank:

<http://www.phrasebank.manchester.ac.uk/>

Longman Dictionary: <https://www.ldoceonline.com/>

Examples of transition words:

<https://msu.edu/~jdowell/135/transw.html>

Library: finding material, references, styles of documentation

Feedback on text, advice: the Language Workshop





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The Language Workshop (Språkverkstaden)

A resource for all students at Uppsala university
Offers individual consultations with feedback on
e.g.

- structure
- coherence
- language
 - register/vocabulary
 - grammar

More information:

<http://www.sprakverkstaden.uu.se>





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The Language Workshop

Consultations:

Feedback on oral and written assignments
in Swedish and English

One-to-one meeting with a tutor

Feedback on language and structure

Aim: help students develop their academic
language skills

No proofreading



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Contact Information

Email: uppsala@sprakverkstaden.uu.se

Website: www.sprakverkstaden.uu.se

We are free of charge for all students
at the university!



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Thank you for listening!

Photo: Mikael Wallerstedt