

# IGA – Academic and Project Writing

## Seminar 7

### Homework Task from seminar 6:

a) Choose the best of the 3 possible closing sentences for the paragraph below:

When it comes to the arts, there is a clear case for subsidy. The arts have nothing to do with making money. They exist in order to express certain essential truths about human beings by means of new kinds of poetry, music, painting, and so on. However, these new kinds of art may not be popular, and thus there may be little support by the general public for them, and so artists cannot rely on selling their work to provide them with an income. In fact, history shows that many artists have not been properly appreciated while they were alive. For example, Mozart, whose works are so popular nowadays, lived close to poverty for most of his life.

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(Adapted from: Waters,M., Waters,A.: 1995, p.110.)

Possible closing sentences:

1. Thus, in order to ensure their survival, it is essential for the arts to be subsidised.
2. If he had been subsidised, Mozart would not have been so poor.
3. When the arts have to make money, they are no longer fulfilling their true purpose, but instead become a branch of commerce.

b) Write or create a title for your own research project

\* Write down or create 1 or more titles for your own PhD work / academic article / research proposal.

\* Cut and paste it into the file on MS Teams that I will create (**Homework task – Titles**)

\* Be prepared to share and peer review your title with the group next week. You may have several titles you are trying to choose between, you can use this exercise for some feedback.

c) Institution Introduction – Reading and Discussion.

## Cohesion in Academic Writing

### 1. What is cohesion? Why is it relevant in academic writing?

*\* Look at the two paragraphs below. They are almost identical. Which is easier to follow and understand? Why?*

**Example 1:** Research showed that universities provided inconsistent messages about the use of mobile computing devices. Some universities provided students with devices and instructors with implementation support. All instructors were not willingly taking advantage of those opportunities. Other institutions worked to provide university-related applications for the mobile device but did not support their use in learning. Some instructors at the universities deemed the devices as inappropriate and asked students to store them away when entering the classroom. This inconsistent message remains a barrier to the effective implementation of mobile devices in higher education.

**Example 2:** Research showed that universities provided inconsistent messages about the use of mobile computing devices. On the one hand, some universities provided students with devices and instructors with implementation support. Yet, all instructors were not willingly taking advantage of those opportunities. On the other hand, other institutions worked to provide university-related applications for the mobile device but did not support their use in learning. Therefore, some instructors at the universities deemed the devices as inappropriate and asked students to store them away when entering the classroom. This inconsistent message remains a barrier. In short, this inconsistent message remains a barrier to the effective implementation of mobile devices in higher education.

## 2. Cohesion in a paragraph

► **cohesion:** Text cohesion is the way the writing holds together, to make sense. Each sentence should relate to the other sentences in the paragraph. This is vital in academic writing when information is being presented in a logical order, often to provide new theories, debate or arguments on a topic.

Logical connection of the sentences within a paragraph, and the paragraphs within a text is required. The unity of a paragraph should flow from a central theme with all the sentences connected.

► **development:** The logic of paragraph development varies from cultural area to cultural area. In English, logic calls for direct development. Begin with the exact subject, develop the subject directly with examples and facts, and end with a summarizing sentence (that may lead into the following paragraph).

### 2.1. Development

A paragraph has to have enough information in it to justify being a paragraph! It should consist of a main point that is then further elaborated on.

*\* Discuss what some possible development models can be:*

(Source: Brown, H.D (2000) Principles of teaching and learning. 4th Ed. NY:Addison Wesley Longman)

\* Now look at the following example – what type of paragraph development is used here?

Example:

<p><b>Topic sentence - Main idea</b></p> <p><i>Expansion of point (italic)</i></p> <p><u>Comment / closing sentence</u></p>	<p><b>The research on anxiety suggests that like self-esteem, anxiety can be experienced at various levels</b> (Oxford 1999). <i>At the deepest or global level, <b>trait</b> anxiety is a more permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. At a more momentary, or situational level, <b>state</b> anxiety is experienced in relation to some particular event or act. <u>As we learned in the case of self-esteem, then, it is important in a classroom for a teacher to try to determine whether a student’s anxiety stems from a more global trait or whether it comes from a particular situation at the moment.</u></i></p>
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(Adapted from Alison Brown, 2007; Source: Brown, H.D (2000))

### 3. Cohesive devices

Text cohesion is the way the writing holds together, to make sense. Each sentence should relate to the other sentences in the paragraph. What cohesive devices that assist in creating text cohesion can you think of?

(Adapted from Alison Brown, 2007)

### 4. Techniques for Building Cohesion

When sentences, ideas, and details fit together clearly, readers can follow along easily, and the writing is coherent. The ideas tie together smoothly and clearly. To establish the links that readers need, you can use the methods listed here.

### Repetition of a Key Term or Phrase

This helps to focus your ideas and to keep your reader on track. These repeated words and their related terms are sometimes referred to as **lexical chains**.

*Example:* The problem with contemporary art is that it is not easily understood by most people. Contemporary art is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

### Synonyms

Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed.

*Example:* Myths narrate sacred histories and explain sacred origins. These traditional narratives are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

### Pronouns

*This, that, these, those, he, she, it, and they* are useful pronouns for referring back to something previously mentioned. Be sure, however, that what you are referring to is clear.

*Example:* When scientific experiments do not work out as expected, they are often considered failures until some other scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.

### Transitional Words

There are many words in English that cue our readers to relationships between sentences, joining sentences together.

#### Table of key transition words:

Additive	Importance	Contract	Comparison	Cause & effect	Give examples	Conclusions
Furthermore	Above all	However	likewise	As a result	For example	ultimately
Moreover	First and foremost	Nevertheless	similarly	consequently	For instance	To summarize
In addition	More/most	In contrast	At the same time	Therefore / thus	To illustrate	In summary
Also	importantly	On the other hand	By comparison	For this reason	specifically	In short
And	significantly	But / yet	In like manner	because	In particular	In conclusion
Certainly	primarily	Although / even though	In much the same way	since	That is	To conclude
Typically	A more important	Whereas / while	Once again	as	Such as	accordingly
In fact	The most important	Despite / in spite of		so	like	
indeed	The primary/main	Compared to		Due to	An example of	

*Example:* I like autumn, and yet autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, but I can't help thinking ahead to the winter and the ice storms that will surely blow through here. In addition, that will be the season of chapped faces, too many layers of clothes to put on, and days when I'll have to shovel heaps of snow from my car's windshield.

**This / These Plus Summary Nouns (also known as “Catch-all Nouns”)**

A simple, efficient way to establish the old-to-new flow of information is to use:

- Demonstrative pronoun (This / These) + noun (singular or plural)

**Consider the following sentences:**

Writing instructors know that students need to understand the differences between formal and informal language. This understanding can help students make strategic choices in their writing.

In recent years, the number of students applying for undergraduate admission at Ivy League colleges has increased steadily, while the number of places available has remained fairly constant. This situation has resulted in intense competition for admission.

The phrases in italics contain a **summary noun** or **word** that refers back to the idea in the previous sentence. They summarize what has already been said and pick up where the previous sentence has ended. You may have noticed in your academic reading that *this* is not always followed by a noun—that is, *this* is unsupported or unattended. Keep in mind, however, that if there is a possibility your reader will not understand what *this* is referring to, your best strategy is to follow *this* with a noun so that your meaning is clear.

**Chart of This/These + Summary Nouns**

noun type	example
Approach	method, strategy, process, idea
Trend	pattern, tendency
Disadvantage	weakness, problem, challenge, obstacle, difficulty, drawback
Advantage	strength, solution, benefit
Aspect	characteristic, feature, factor
Stage	step, part
Reason	cause, effect, result
Circumstance	situation, example, issue

**Summary:** Cohesion uses different techniques (repetition, synonyms, pronouns, transitions, catch all nouns) to ensure that writing is clear and easy to read / follow.

Reference URL: <https://wisc.pb.unizin.org/esl117/chapter/cohesion-in-academic-writing/>

**5. Exercises – transition words:**

*\* Look at the transition words below and insert them into the correct sentences by typing them into the spaces provided. (Note: some transition words are not needed or are used twice.)*

**A)** *Above all, However, Once, The first step, Typically*

Academic writing is clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding. Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. \_\_\_\_\_ (1), there are some general characteristics of academic writing that are relevant across all disciplines.

\_\_\_\_\_ (2) to writing academically is to clearly define the purpose of the writing and the audience. Most formal academic writing at university is set by, and written for, an academic tutor or assessor, and there should be clear criteria against which they will mark your work. \_\_\_\_\_ (3) you have a clear idea of what is required for your assignment, you can start planning your research and gathering evidence.

Reference URL: [https://library.leeds.ac.uk/info/14011/writing/106/academic\\_writing](https://library.leeds.ac.uk/info/14011/writing/106/academic_writing)

**B)** *Also, For example, Furthermore, However, Instead, Similarly*

**How long should a paragraph be?**

In a first draft, it may make sense to set a goal for length. \_\_\_\_\_ (1), you can set a goal of writing four to six sentences per paragraph: in that number of sentences you can announce an idea, prove that idea with evidence, and explain why this evidence matters by linking it to the overall goal of your paper.

In the final version of your paper you may have a **shorter** paragraph or two. Short paragraphs call a lot of attention to themselves, so they can effectively emphasize a point. Too many short paragraphs, \_\_\_\_\_ (2), may indicate that your ideas are not developed with evidence and analysis.

You'll generally read and write **longer** paragraphs in academic papers. \_\_\_\_\_ (3), too many long paragraphs can provide readers with too much information to manage at one time. Readers need planned pauses or breaks when reading long complex papers in order to understand your presented ideas. Remember this writing mantra: "Give your readers a break!" or "Good paragraphs give one pause!"

**Kinds of sentences in a paragraph**

Thinking about paragraphs rigidly in terms of length may lead to formulaic writing. \_\_\_\_\_ (4), as you revise your draft think about how each sentence is functioning in your paragraph, and whether your paragraph has sufficient functional sentences to make its point.

**C)** *Also, As, At the same time, Because, From, In order to, Moreover, On the other hand, While*

**Hard Trends in Education**

\_\_\_\_\_ (1) explore how current trends in communication and technology might affect what academic writing, publishing, and dissemination look like in 2030, we searched the literature and posed questions to a variety of medical education groups. \_\_\_\_\_ (2) these questions and our literature search, we identified a variety of *hard trends* that have been and will continue to affect the future of academic writing.

## Hard Trends Impacting Academic Writing

Modes of creative expression are evolving in medical education scholarship. \_\_\_\_\_ (3) tradition is rooted in text-heavy, peer-reviewed manuscripts, which evolved from dissertations and research formats in the fields of medicine and the social sciences, there is a trend toward shorter articles that include more tables, figures, graphs, and infographics. Written language is increasingly supplemented with audio, visual, and other dynamic content

Costs and author concerns associated with achieving publication in journals continue to escalate. \_\_\_\_\_ (4) authors seek to share their work with their community of peers, prepublication and open access manuscripts are becoming more available. \_\_\_\_\_ (5), the costs of journal access continue to rise, and institutions and authors question the traditional model of academic publication.

Reader preferences and habits of acquiring knowledge are evolving as well. Readers who used to stockpile paper journals and read through an entire issue, highlighter in hand, can now view individual article content online. Readers can supplement an article with podcasts, blogs, and subscription services. They \_\_\_\_\_ (6) follow scholars virtually or use applications that help them review, curate, and assess the literature.

Reference\_URL: <https://meridian.allenpress.com/jgme/article/12/1/1/428757/Envisioning-the-Future-of-Academic-Writing>

## 6. Which is the more cohesive paragraph?

*\* Look at the two following paragraphs and decide which of them has a better overall plan. Support your opinion with evidence.*

A)

The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. Mummies several thousand years old have been discovered nearly intact. The skin, hair, teeth, finger- and toenails, and facial features of the mummies were evident. It is possible to diagnose the diseases they suffered in life such as smallpox, arthritis, and nutritional deficiencies. The process was remarkably effective. Sometimes apparent were the fatal afflictions of the dead people: a middle-aged king died from a blow on the head, and polio killed a child king. Mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages

B)

The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. The process of mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. It was a remarkably effective practice. Indeed, mummies several thousand years old have been discovered nearly intact. Their skin, hair, teeth, fingers and toenails, and facial features of the mummies are still evident. Their diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are still diagnosable. Even their fatal afflictions are still apparent: a middle-aged king died from a blow on the head: a child king died from polio.

(Adapted from: Alison Brown, 2007; Fowler, Aaron & Anderson: 2001, pp. 81-2)

## **Homework Tasks**

a) (OPTIONAL): Find an example of a well written academic article in your subject area (eg an introduction, section of the discussion etc). Highlight / make a note of some of the cohesive devices used in this article.

\* Think about how you might incorporate these same examples into your own writing / subject area.

\* Upload the article onto MS Teams so we can review it next session with the class group (please save in the same format as previously).

b) Extra Tasks (separate worksheet) – Hedging and Persuasive Writing

c) Read the below long paragraph and divide it into logical paragraphs (each paragraph should develop a particular theme).

\* We will review and discuss in more detail next seminar

### **How to Stop Yourself Snoring**

Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. This is usually due to the loosening of the surrounding oropharyngeal muscles, but the reasons why this should occur are varied. The most common are smoking, obesity and the consumption of relaxants such as alcohol and sleeping pills. As with any common ailment, there are a host of "miracle" cures advertised - but you should first try a few simple steps to see if you can halt the snoring before adopting more drastic measures. Lifestyle changes can be the most effective. If you are overweight, a loss of weight will help to reduce the pressure on your neck. You should also stop smoking and try not to drink alcohol at least four hours before you go to bed. Beyond this, try to change your regular sleeping position. Raise the head of your bed with a brick, or tie something uncomfortable into the back of your pyjamas to encourage you to sleep on your side. Both of these will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you. It is also important to keep your nasal passage clear and unblocked. Allergies, colds and hay fever can temporarily cause you to snore; nasal decongestants may help, but you are not advised to use such remedies for long periods. Nasal strips, as worn by sportspeople, have been proven to reduce nasal airway resistance by up to 30 per cent, so consider these as a long-term alternative. If this fails, then you may wish to look at the varied snoring aids that are on the market. They range from neck collars that stop your neck tilting, through to mandibular-advancement devices (such as gumshields) which reduce upper airway resistance, and tongue-retaining devices. You can also buy essential-oil products that are added to warm water and infused or consumed before bedtime. They claim to tone up your palate and unblock your nasal passage. Finally, if your symptoms persist, visit your GP or contact the British Snoring and Sleep Apnoea Association (01737 557 997) for advice. If you do not, your partner might.

(Source:Irving,M.: *Esquire*, March 1999 in <http://www.uefap.com/writing/exercise/parag/paragex1.htm>)