



English Academic Writing for Graduate Students

东南大学外国语学院 制作



Unit One

Academic Writing Style

Unit One

Contents:

- Warm Up
- Sample Reading
- Language Focus:
 1. Word Choice
 2. Formal Grammar and Style
 3. Linking Words and Flow
- Academic Writing Skills
 1. Recognizing Different Styles
 2. Choosing Appropriate Styles

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Learning Objectives

- To understand the style and features of academic discourses;
- To distinguish between the academic style and the personal style of writing;
- To recognize various levels of formality;
- To use appropriate words and sentences in academic writing.

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I. Warm-up

- How is academic writing different from other forms of writing?
- What is your purpose of initiating an academic research?
- What are the key characteristics of academic writing?

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Academic Writing vs Non Academic Writing		
	More Information Online: WWW.DIFFERENCEBETWEEN.COM	
	Academic Writing	Non Academic Writing
DEFINITION	Academic writing is a formal and impersonal style of writing that is intended for a scholarly or academic audience	Non academic writing is an informal and often subjective style of writing that aims the mass public
AUDIENCE	Academia	Mass public
PURPOSE	Inform the readers, with solid evidence	Inform, entertain or persuade the readers
STYLE	Formal and impersonal	Personal, impressionistic, emotional, or subjective
STRUCTURE	Standard structure	No rigid structure
LANGUAGE	Formal language avoids colloquialisms	Informal and casual language, may contain colloquialisms
CITATIONS AND REFERENCE	Contain citations and references	Often do not contain citations and references
EXAMPLES	Research papers, dissertations, scholarly articles	Newspaper and magazine articles, memoirs, letters, digital media, etc.

REVIEW

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Casual



Formal



Formal

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I hope in the years to come everyone will be able to take pride in how they responded to this challenge. And those who come after us will say the Britons of this generation were as strong as any. That the attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling still characterise this country. The pride in who we are is not a part of our past, it defines our present and our future.

" We will be with our friends again; we will be with our families again; we will meet again. "



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When the Queen speaks, Britain listens: the history and impact of her TV addresses ↵

By Simon Heffer ↵

4 April 2020, 4:06 PM ↵

The statement will have been run past her ministers, but it will come from Her Majesty's heart; she will apply to it the sincerity and good faith she has to every other public duty she has performed, and which underpins the trust and respect most Britons feel for her. Above all, she will speak not just as our Queen, but as a woman a fortnight from her 94th birthday who, with her husband of almost 99, is at high risk of danger from this virus, a danger she shares with all of her subjects.

The word went round a few days ago that although Her Majesty was willing to do what was required of her in the interests of pulling the people together, she would rather not unless it was absolutely necessary. Certain considerations seem to have made it necessary.

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When the Queen speaks, Britain listens: the history and impact of her TV addresses

By Simon Heffer

4 April 2020, 4:06 PM

The toll of deaths directly attributable to the virus is rising steeply, and the daily roll is expected to peak on Easter Sunday, in a week's time. The Government fears a sudden improvement in the weather with the march of spring may tempt people to break their isolation. But hardest of all for the Government to contain are the expectations of the public, which includes the hope that when the three weeks of this isolation have been completed, on Easter Monday, some restrictions may be eased.

That is far from likely, and may well be the main reason the Government wants the Queen to say in public to her people that they must stick with the present privations to save lives and prevent an underpowered NHS from collapsing.

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II. Group Task 1: Sample Reading

Directions: (1) Compare and contrast the following two pieces of writing.

The first example is an e-mail written by a student, and the second is an essay extract on the same topic.

Dear Professor,

Please find below my answers to your question.

Example 1

I think academic English and everyday English are different because they have very different goals. Lectures and seminars need a different approach from spoken English. And, of course, academic essay writing isn't the same as standard writing.

I think there are four main areas where I can see big differences between standard writing and academic writing. They are as follows:

- * You should not be subjective;
- * You should be more complex;

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- * You should have more structures;
- * You should use the academic style and system.

Best wishes,
Sophia

Example 2

“Academic English” is differentiated from “general English” in its focus on “those communication skills in English which are required for study purposes in formal education system” (Jordan, 1997: 1). Within these system, there are three main areas of focus: the lecture, the seminar and the essay, each of which has a specific set of subskills which are required for successful performance. It is essays where the most significant distinction between academic English and general English is made. Generally speaking, there are four main areas where differences between standard writing and academic writing can be observed: the inherent objectivity of academic writing, its complexity, its formality of structure and its adoption of academic style.

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II. Group Task 1: Sample Reading

(2) Summarize the key characteristics of academic writing and discuss with a partner about why these features prevail in academic writing (p. 6).

Key academic writing features	Reasons behind
Objectivity	The readers need evidence-based facts rather than your personal opinions.
Complexity	Academic writing often discusses difficult, challenging ideas which can only be expressed with particular grammar and language.
Formal structure	Academic writing should be clear, concise and structured.
Referencing	Scientific discoveries are made by building on the ideas of other people. Another reason is to avoid plagiarism.

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II. Sample Reading

2. Match the following writing strategies with the possible features in the box (p.6).

a. objectivity b. complexity c. formal structure d. referencing

- d 1) a reference system
- a 2) empty introductory phrases
- b 3) a greater use of content words
- a, b 4) passive voice
- c 5) cohesion and coherence
- b 6) relative clauses
- a 7) hedging language
- c 8) same-length Paragraphs
- b 9) noun phrases

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II. Sample Reading

3. Which of the *italicized* words in each sentence would be more suitable for an academic paper? Write down the correct answers (p. 7).

1. The government has made *good* / *considerable* progress in solving environmental problems.
The government has made **considerable** progress in solving environmental problems.
2. We *got* / *obtained* encouraging results.
We **obtained** encouraging results.
3. The results of *a lot of* / *numerous* different projects have been *pretty good* / *encouraging*.
The results of **numerous** different projects have been *pretty good* / **encouraging**.
4. A loss of jobs is one of the *things that will happen* / *consequences* if the process is automated.
A loss of jobs is one of the **consequences** if the process is automated.
5. The future of Federal funding is *up in the air*/uncertain.
The future of Federal funding is **uncertain**.



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III. Language Focus

A. Word Choice

- ◆ Academic voice can be well expressed by choosing words.
- ◆ A distinctive feature of academic writing style is choosing the more **formal** ones.
- ◆ The English language often has two or more choices to express an action or occurrence.

a phrasal verb vs. **a single verb**

Less formal style: Researchers *looked at* the way strain *builds up* around a fault.

Academic style: Researchers *observed* the way strain *accumulates* around a fault.

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III. Language Focus

A. Word Choice

1. Match the informal phrases in the first column with the formal verbs in the second column. Then write the noun forms of these formal verbs in the third column. The first one is given as an example (p. 8).

主观题 3分

Directions: Match the informal phrases in the first column with the formal verbs in the second column. Then write the corresponding numbers in the brackets (p. 8).

Column 1	Column 2
1. try to find out	verify ()
2. look at carefully	examine ()
3. go up and down	establish ()
4. set up	increase ()
5. get rid of	investigate ()
6. cut down	assist ()
7. help out	discover ()
8. go up	eliminate ()
9. look into	reduce ()
10. make sure something is true	fluctuate ()

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Column 1	Column 2	Column 3
1. try to find out	verify (10)	verification
2. look at carefully	examine (2)	examination
3. go up and down	establish (4)	establishment
4. set up	increase (8)	increase
5. get rid of	investigate (9)	investigation
6. cut down	assist (7)	assistance
7. help out	discover (1)	discovery
8. go up	eliminate (5)	elimination
9. look into	reduce (6)	reduction
10. make sure something is true	fluctuate (3)	fluctuation

single verbs

nominalization

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III. Language Focus

A. Word Choice

2. Rewrite the following sentences to make them more formal by substituting a single verb for the phrase in italics (p. 8 - 9).

1. The implementation of computer-integrated-manufacturing (CIM) has *brought about* some serious problems.
The implementation of computer-integrated-manufacturing (CIM) has created some serious problems.
2. The process should be *done over* until the desired results are achieved.
The process should be repeated until the desired results are achieved.
3. Plans are being made to *come up with* a database containing detailed environmental information for the region.
Plans are being made to devise/compile/create a database containing detailed environmental information for the region.
4. Subtle changes in the earth's crust were *picked up* by these new devices.
Subtle changes in the earth's crust were detected by these new devices.
5. Proposals to construct new nuclear reactors have *met with* great resistance from environmentalists.
Proposals to construct new nuclear reactors have encountered great resistance from environmentalists.

III. Language Focus

B. Formal Grammar and Style

- ◆ Sentence structures in academic writing are more **complex**.
- ◆ Academic writing should **NOT be complicated**. It should be relatively easy to follow, written in a **clear, direct style**.
- ◆ Recommendations for maintaining a formal academic writing style.

■ **Avoid contractions.**

Export figures *won't* improve until the economy is stronger. →
Export figures *will not* improve until the economy is stronger.

III. Language Focus

B. Formal Grammar and Style

■ Use the more appropriate formal negative forms.

not . . . any → no

not . . . much → little

not . . . many → few

The analysis *didn't* yield *any* new results. →

The analysis yielded *no* new results.

The government *didn't* allocate *much* funding for the program. →

The government allocated *little* funding for the program.

This problem *doesn't* have *many* viable solutions. →

This problem has *few* viable solutions.

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III. Language Focus

B. Formal Grammar and Style

- **Limit the use of “run on” expressions, such as “and so forth” and “etc”.**

These semiconductors can be used in robots, CD players, *etc.* →

These semiconductors can be used in robots, CD players, *and other electronic devices.*

- **Avoid addressing the reader as “you”.**

You can see the results in Table 1. →

The results can be seen in Table 1.

- **Limit the use of direct questions.**

What can be done to lower costs? →

We now need to consider what can be done to lower costs.

We now need to consider how costs may be lowered.

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III. Language Focus

B. Formal Grammar and Style

Rewrite the following sentences to make them more formal (p. 10).

1. If you fail the exam, you can't enter the university.

A passing grade on the exam is a prerequisite for admission to the university.

✓ 2. So, why did the bridge collapse? There're a lot of reasons.

There are many/several/various reasons for the collapse of the bridge/bridge's collapse.

3. You can clearly see the difference between these two processes.

The difference between these two processes is clear.

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III. Language Focus

B. Formal Grammar and Style

Rewrite the following sentences to make them more formal.

- ✓ 4. These special tax laws have been enacted in six states: Iowa, Illinois, Ohio, etc.

These special tax laws have been enacted in six states, including Iowa, Illinois and Ohio.

- ✓ 5. So far there hasn't been much research on how conflict influences the level of trust and respect in a group.

There has been little research on how conflict influences the level of trust and respect in a group.

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III. Language Focus

C. Linking Words and Flow

- Sentences that are too short and poorly connected can be irritating to read. **Linking words and phrases** can help a writer maintain **flow** and establish clear relationships between ideas.

主观题 7分

Directions: Read the following passage carefully and rewrite it into a text with an easy flow (p. 11).

A conjunction connects words, phrases, or clauses. It indicates the relationship between the elements. These elements connect. We often find the following thing. In only one single sentence a conjunction contains one or more ideas. These ideas may be equal or unequal in importance. Ideas are equal, and we call them coordinate ideas. For example, John studies electronics. Helen studies Computing. These two sentences can become a compound sentence. It shows the relationship between the two ideas. We want to maintain the equality of the ideas. We call the clauses in the new sentence coordinate clauses.

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III. Language Focus

C. Linking Words and Flow

- Rewrite the following passage into a text with an easy flow (p. 11).

A conjunction connects words, phrases, or clauses. It indicates the relationship between the elements. These elements connect. We often find the following thing. In only one single sentence a conjunction contains one or more ideas. These ideas may be equal or unequal in importance. Ideas are equal, and we call them coordinate ideas. For example, John studies electronics. Helen studies Computing. These two sentences can become a compound sentence. It shows the relationship between the two ideas. We want to maintain the equality of the ideas. We call the clauses in the new sentence coordinate clauses.



A conjunction connects words, phrases, or clauses and can also indicate the relationship between the elements it connects. In only one single sentence we often find that it contains one or more ideas which may be equal or unequal in importance.

When the ideas are equal, they are called coordinate ideas. These sentences may be joined into a compound sentence that shows the relationship between the two ideas. When this is done in such a way that the equality of the ideas is maintained, we call the clauses in the new sentence coordinate clauses.

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A conjunction connects words, phrases, or clauses. It indicates the relationship between the elements. These elements connect. We often find the following thing. In only one single sentence a conjunction contains one or more ideas. These ideas may be equal or unequal in importance. Ideas are equal, and we call them coordinate ideas. For example, John studies electronics. Helen studies Computing. These two sentences can become a compound sentence. It shows the relationship between the two ideas. We want to maintain the equality of the ideas. We call the clauses in the new sentence coordinate clauses.



A conjunction connects words, phrases, or clauses, and also indicates the relationship between the elements it connects. In only one single sentence, it is often found that a conjunction contains one or more ideas which may be equal or unequal in importance.

When the ideas are equal, they are called coordinate ideas. For example, the two sentences “John studies Electronics.” and “Helen studies Computing.” may be joined into a compound sentence by a conjunction that maintains the equal relationship between the two ideas. The clauses in the new sentence are known as coordinate ones.

IV. Academic Writing Skills

A. Recognizing Different Styles

- There are a number of different styles of writing that you may encounter in the course of your life. Styles may be formal or informal, and will usually vary to **fit the audience and the medium of publication**. However, the style will also **affect how you read and interpret the document concerned**. Understanding the writing style will help you to put your writing into perspective.

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IV. Academic Writing Skills

A. Recognizing Different Styles

Read the following texts and choose from the box to decide where they come from (p. 12 -13).



science magazine

Hemingway's short story: *Cat in the Rain*

advertisement

research

newspaper

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IV. Academic Writing Skills

A. Recognizing Different Styles

Read the following texts and choose from the box to decide where they come from.

science magazine

Hemingway's short story: *Cat in the Rain*

advertisement

research

newspape

1. At AT & Bell Laboratories infrared lasers are being used to capture live microbes. Working like optical tweezers, the pressure of the laser light traps minute objects in its focus point. Researchers are using the device to move around viruses bacteria, and other cells they are study under the microscope. After several hours, however, the focus light will heat up the microbes to a boiling point.

Science magazine

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IV. Academic Writing Skills

A. Recognizing Different Styles

Read the following texts and choose from the box to decide where they come from.

science magazine

Hemingway's short story: *Cat in the Rain*

advertisement

research

newspape

2. All we ask is that you spend two hours of your time attending a Barratt Sales presentation. There, you'll discover the benefits of timeshare. At Barratt we call it Holiday Ownership because that's why it really is. You'll be under no obligation to purchase, but we think you may be tempted.

Advertisement

Unit One

IV. Academic Writing Skills

A. Recognizing Different Styles

Read the following texts and choose from the box to decide where they come from.

science magazine

Hemingway's short story: *Cat in the Rain*

advertisement

research

newspape

3. There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colors of the hotels facing the gardens and the sea.

[Hemingway's short story: Cat in the rain](#)

Unit One

IV. Academic Writing Skills

A. Recognizing Different Styles

Read the following texts and choose from the box to decide where they come from.

science magazine

Hemingway's short story: *Cat in the Rain*

advertisement

research

newspape

4. Although many studies have already been done, more studies are needed to determine the effects of microcomputer-assisted instruction in various teaching situations.

A research paper

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IV. Academic Writing Skills

A. Recognizing Different Styles

Read the following texts and choose from the box to decide where they come from.

science magazine

Hemingway's short story: *Cat in the Rain*

advertisement

research

newspaper

5. The parents of a seven-year-old Australian boy woke to find a giant python crushing and trying to swallow him. The incident occurred in Cairns, Queensland and the boy's mother, Mrs. Dryden said: "it was like a horror movie. It was a hot night. He suddenly started screaming. We rushed to the bedroom to find a huge snake trying to strangle him." Mrs. Dryden and her husband, Peter, tried to stab the creature with knives, but the python bit the boy several times before escaping.

A newspaper

IV. Academic Writing Skills

B. Choosing Appropriate Styles

- Academics want to ensure that their work is clearly understood, and there is **no room for ambiguity**. They also want to justify their point of view. They therefore support their writing with evidence, either from their own work, or that of others. This means that academic texts are usually **precise, reliable, formal and structured**.

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IV. Academic Writing Skills

B. Choosing Appropriate Styles



1. Suppose you are going to write an essay in class for your teacher's assignments. Which of the following sentences would you like to use for your writing? Then give your reasons (p. 13 - 14).

- 1) He couldn't finish his work in the time given.
- 2) The first set of results were compiled and presented by the other group of students.
- 3) I would like to focus on the following areas of research: ...
- 4) They argued the this methodology was unreliable.
- 5) In addition, the date was used to focus on the following hypothesis.

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- 6) I enjoyed my English class with you and I am having a good experience this semester.
- 7) At about 12:00 p.m. on August 21, 1984, she told us, I came out of the kitchen to toss out some water.
- 8) We, at any rate, will continue to keep an open mind.
- 9) Is the menu at the French restaurant giving you trouble? Then you might need the Voice, a hand-held computer that translates spoken English into French, Spanish, German or Italian.
- 10) There is an emerging consensus that a concerted effort on a national level will be required to capture the glittering prizes that a new technology offers.

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IV. Academic Writing Skills

B. Choosing Appropriate Styles

No.	Y/N	Reason(s) for your decision
1	N	Oral expressions
2	Y	Passive voice
3	N	First singular person used, oral presentation
4	Y	Others' opinion presented
5	Y	Passive voice
6	N	First singular person used
7	N	Loosely-connected sentence
8	N	Verbal phrase used
9	N	This is from a newspaper advertisement: A new translating machine
10	Y	Structural complexity

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IV. Academic Writing Skills

B. Choosing Appropriate Styles

2. Read the following paragraph beside the picture. Then revise and rewrite it in academic style (p. 15).



Why are there so many jams on the roads these days? One thing is that public transportation like trains, buses, etc., is so dear. A long time ago cars cost a lot, but now, unfortunately, they've got a lot cheaper. Another thing is that driving is a lot nicer than waiting for a bus. The trouble is that if everyone buys a car, the roads get packed.

IV. Academic Writing Skills

B. Choosing Appropriate Styles

Reference Answer 1: There appear to be two principal reasons for the growing traffic congestion. Firstly, the increasing cost of public transport has become expensive in relation to the falling cost of driving. In addition, driving a car is more convenient than taking public transport. These factors together result in higher vehicle density.

Reference Answer 2: The increased frequency in road congestion may be due to the high costs of public transport (Lee & Smith, 2011), and the lower costs and convenience of car ownership (Green, 2012).

IV. Academic Writing Skills

B. Choosing Appropriate Styles

3. Read an article/book extract in your subject area and identify examples to match the characteristics of academic writing in the table. Make a list of these findings for future reference (p. 16).

- Use passive voice.
- Write with structural complexity.
- Avoid a casual style.
- Use formal words and phrases.
- ...
- ...

To do list



The 8th Week



For Everyone

- ☐ 1 Summary of Unit 1
- ☐ 2 Sample Reading of Unit 2 (pp. 18 - 24)

For Each Group

- ☐ 3 Statement of the term paper
- ☐ 4 Preparation for the class sharing (3 mins.)
- ☐ Format: claim + reason + evidence
- ☐
- ☐



Thanks

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