**/\* Objectives \*/**

- Skills in oral & written comms

- Publication

- Improving piece of publication

**/\* Agenda \*/**

Wednesday Afternoon

Thursday Afternoon

Friday Afternoon

Saturday Afternoon

**/\* Literature \*/**

Strunk & White - Elements of style

Natalie Reid - Getting published in international journals:

<http://www.amazon.com/Getting-Published-International-Journals-Strategies/dp/8278943389>

**/\* Difficulties during writing \*/**

Understanding the reader - what you know, it’s hard to understand for the reader. => Example from the research about Macedonian trade unions (obscure abbreviations, terms, concepts)

Structure & Logic of the writing - Native speakers can be confused as they don’t get the nuisance (e.g. articles).

- Making outline of the paper and writing some sentences from each section

Difference in styles: short clear sentences (anglo-saxon style of writing)

/\* The basic of academic communication \*/

**- Making a point**

What you want from the reader/audience to get

Why the reader should be interested in the paper / presentation

Making a CLEAR point

It’s a specificity for the Anglo-Saxon style - getting to the point quickly, within inside the first or the second paragraphs.

**WHY SHOULD I READ THIS PAPER?**

Get to the point first and deploy arguments next

An academic contribution as an element on a “market of ideas”. We need to convince the audience that our ideas are interesting

- Accuracy

- Peculiarity

- Maybe the case tells more about the phenomenon in general

- Relevant to the institution

- For the Western academy the “novelty” is not enough

- Analytically specific / occupying the niche about “something which cannot be shown in other research” (?)

- Title should be catchy, clear, accurate, reasonable easy to remember

*More to the point*

*Be confident - avoid things sort of “tries, wants, perhaps…” - write when you are sure*

*Journals are very attentive to the proof-reading*

Breaking down into paragraphs - each paragraph should emphasize one point (e. g. methodology, research question, contribution etc.)

Shrinking & expanding the abstract

You should sometimes opt out connecting words

Be brief, prioritize short and precise words

Short means sharp. Shorter means that the reader gets clue from the text if that’s short and everything necessary is addressed.

**- What you want to convey and what the reader understands**

One sentence is one concept.

=> Example on Tibetan refugees

- What’s in there for me…?

- The audience

The foundations of (Anglo-Saxon) academic writing

The key criteria (clarity, explicitness, univocity, logic, precision, etc.)

- One sentence, one idea

- One paragraph, one idea and this idea should be announced in the first sentence. First sentence introduces the topic, then we develop the idea and finally, we should make linkage to the next paragraph.

First you tell them what you are going to tell them.

Then you tell them

Then you tell them what you have told them

=> It’s really important for the long texts (e. g. thesis)

You should remove unnecessary words.

Strong verbs

You can use metaphors however they should make some sense

When writing on non-native language you should make sure that the metaphors sound clearly in that language.

trade-off between clarity and the concept.

Key issues for non-native speakers (from non-Latin/non-Germanic languages) (logical connectors, articles, tenses)

The process of text production

Language & Jargon issues (example on homosexuality)

**NOTE: REWRITE THE ABSTRACT**

**NOTE: IDEA FOR THE DISSERTATION - PARAPHRASE THE INTRODUCTION COMPLETELY, PUT SPECIFIC FIRST AND THEN GO TO TOBLER**

**NOTE: DISSERTATION - CLEARLY STATE WHETHER IT IS CLEAVAGE THEORY OR SOCIAL CLEAVAGE THEORY?**