

Scientific Writing in English  
— 英语科研论文写作 —

MODULE 1  
-Completion and Tasks-

Lecture 4: Monday 28.09.2015  
(8.30-9.10pm/1.30-3.10pm)

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Scientific Writing in English  
— 英语科研论文写作 —

Overview of todays lecture

1. Course matters
2. Instead of a Summary of Module 1
3. Tasks 7 solutions
4. Introduction Module 2
5. Task 8 solutions
6. Tasks in-class
7. Tasks for the break

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Feedback

Online Comments and Suggestions

- \* class size-related
- \* class-related
- \* task-related
  - notes are private, should not be requested by lecturer
- \* problem pre-class handouts not the same as in class
- \* post-class handouts?
- \* more group tasks
- \* pdfs with solutions of tasks
- \* more examples in class
- \* faster vs. slower
- \* nothing learned so far – idea of module 1
- \* mistakes in the notes
- \* communication with teacher

-> come to the Q&A sessions on Friday nights

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Feedback

Q&A session Friday night

- \* how to actually improve English comprehension?
- \* what can be done while here in China?
- \* more examples requested for in-class discussion!

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Instead of a Summary for Module 1

Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California  
 -> teaches English Writing to **50,000** students online!

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Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California  
 -> teaches English Writing to **50,000** students online!

*Perfecting English grammar can be a long process; this fact should not prevent students from diving into writing, regardless of their level of grammatical proficiency. Requiring students to focus constantly on grammar, and not on writing, is like requiring the novice home cook to focus constantly on knife skills, never allowing him or her to cook a meal.*

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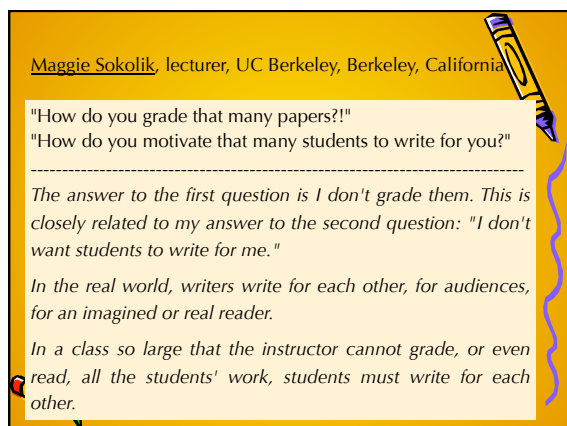
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Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California

"How do you grade that many papers?!"  
 "How do you motivate that many students to write for you?"

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*The answer to the first question is I don't grade them. This is closely related to my answer to the second question: "I don't want students to write for me."*

*In the real world, writers write for each other, for audiences, for an imagined or real reader.*

*In a class so large that the instructor cannot grade, or even read, all the students' work, students must write for each other.*

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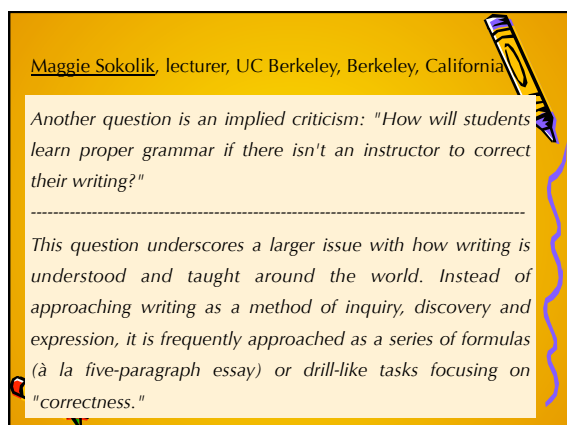
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Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California

Another question is an implied criticism: "How will students learn proper grammar if there isn't an instructor to correct their writing?"

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*This question underscores a larger issue with how writing is understood and taught around the world. Instead of approaching writing as a method of inquiry, discovery and expression, it is frequently approached as a series of formulas (à la five-paragraph essay) or drill-like tasks focusing on "correctness."*

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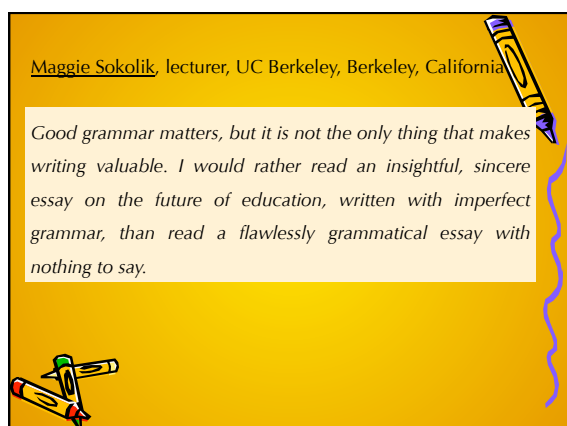
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Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California

*Good grammar matters, but it is not the only thing that makes writing valuable. I would rather read an insightful, sincere essay on the future of education, written with imperfect grammar, than read a flawlessly grammatical essay with nothing to say.*

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Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California

Good grammar matters, but it is not the only thing that makes writing valuable. I would rather read an insightful, sincere essay on the future of education, written with imperfect grammar, than read a flawlessly grammatical essay with nothing to say.

**Learning to write is learning to think,...**

...whether it takes place on the screen or on a piece of paper. It is an active process of engaging with ideas and finding things of value to write about.

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Maggie Sokolik, lecturer, UC Berkeley, Berkeley, California

My goals for [the class] are ... to write well, to engage with ideas in meaningful ways and to write in a way to attract a wider audience. **Without the pressures of grades or degrees** over their heads, the students in [class] are free to learn, interact and grow in a way that is truly unique.

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Scientific Writing in English  
—英语科研论文写作—

TASKS

- |                                       |               |
|---------------------------------------|---------------|
| 107 TASK7: Sentence Section           | - Solutions - |
| 108 TASK8: Texts of different sources | - Solutions - |
| 201 TASK9: Audience texts             | - In class -  |
| 202 TASK10: Audience and purpose      | - In break -  |
| 203 TASK11: Formal verb choice        | - In break -  |

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TASK 7 (468 responses)



Into which section does each of the following sentences?

- Solutions -

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TASK 7 (468 responses)

	T	A	I	M	R	D
In our opinion, theprevious stud...	1.0%	18.1%	61.7%	2.3%	6.2%	48.9%
As shown in Figure5a, ACP6, P...	0.4%	3.8%	3.6%	7.0%	84.8%	18.5%
Thetransforming growth factor b...	17.5%	47.2%	44.4%	3.6%	28.6%	32.6%
How distinct Smad complexes re...	3.2%	18.1%	68.5%	2.7%	5.9%	45.5%
Amaternal cDNA library was ma...	19.0%	14.5%	16.6%	66.2%	4.9%	4.0%
Onthe basis of our results, appro...	0.8%	34.1%	3.8%	0.4%	44.6%	54.7%

受访人数: 468

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Scientific Writing in English  
— 英语科研论文写作 —

**Module 1: The Master Plan**  
How to plan, write, and edit your first manuscript

Module 2: The Magic Toolbox  
The Art of Academic Writing

Module 3: The Land of Chinglish  
The 20+ most common mistakes and how to avoid them

Module 4: The Writer as Thinker  
The Analytical Frame of Mind – An Introduction

Module 5: The Scientist with Integrity  
The Art of avoiding Scientific Fraud

Timeline

September

October/  
November

November

December

December

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Scientific Writing in English  
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Module 1

- \* all about how to prepare yourself for writing a scientific manuscript
- \* basic concepts of writing and editing your first manuscript
- \* start paying attention to the structural elements in a paper
- \* start reading in English!
- \* start writing on your proposal!

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Scientific Writing in English  
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Module 1: The Master Plan How to plan, write, and edit your first manuscript	Timeline September
<b>Module 2: The Magic Toolbox</b> <b>The Art of Academic Writing</b>	October/ November
Module 3: The Land of Chinglish The 20+ most common mistakes and how to avoid them	November
Module 4: The Writer as Thinker The Analytical Frame of Mind – An Introduction	December
Module 5: The Scientist with Integrity The Art of avoiding Scientific Fraud	December

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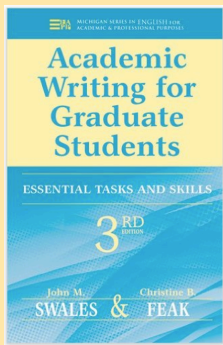
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Scientific Writing in English  
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★★★★☆ 74

4.6 out of 5 stars

5 star 78%

4 star 12%

3 star 4%

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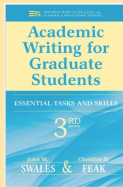
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Scientific Writing in English  
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**Biography**

I am John Swales, now officially retired as a Professor of Linguistics at the University of Michigan, Ann Arbor, where I was also Director of the English Language Institute for many years. I have written quite a lot of books, the first being "Writing Scientific English" in 1971 and the last "Incidents in an Educational Life" in 2009. Although retired, I keep professionally active and go to my office in the university several times a week. I am currently working on two new small advanced EAP textbooks with my regular co-author, Christine Feak. I still travel quite often to give talks and workshops about my main fields such as genre analysis and English academic discourse, for example, in 2009, I went to Brazil, China and Argentina on such ventures. My main hobbies are bird-watching and butterfly-watching. Indeed, along with three others, I am currently working on a second edition of "The Birds of Washtenaw County, Michigan." My main publishers are the University of Michigan Press and Cambridge University Press.

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Scientific Writing in English  
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OVERVIEW

1. Approach to Academic Writing
2. Writing general -> specific texts
3. Structure of Problem -> Solution Texts
4. Data Commentary
5. Writing summaries
6. Writing critiques
7. Constructing a research paper I and II

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An Approach to Academic Writing  
(Swales J.M. & Feak C.B.)

Academic writing is a product of various considerations

1. Who is my audience?
2. What is my purpose?
3. How should I organize?
4. What style should I use?
5. How does my writing flow?
6. How should I present?

Audience  
Purpose  
Organization  
Style  
Flow  
Presentation

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Scientific Writing in English  
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AUDIENCE

- \* think about your audience BEFORE you write
- > expectations
- > knowledge
- \* for manuscripts: always remember that YOU are the expert, not your readership/audience!
- > major problem: transfer your thinking from the brain to the paper, in a logical and clear way, with complete thoughts, not half-thoughts

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TASK 8



What are the most likely sources of these different texts?

- Solutions -

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TASK 8 (466 responses)

Text 1:

Naked mole-rats appear to have a high resistance to tumours; cancer has never been observed in them.

-> Not original scientific article: 90% ☒

Source: ?

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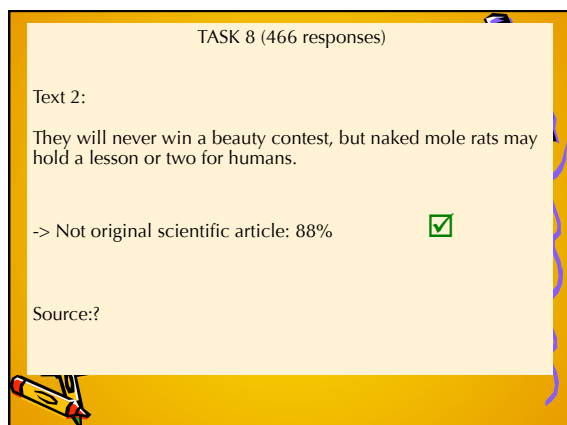
TASK 8 (466 responses)

Text 2:

They will never win a beauty contest, but naked mole rats may hold a lesson or two for humans.

-> Not original scientific article: 88% ☒

Source: ?



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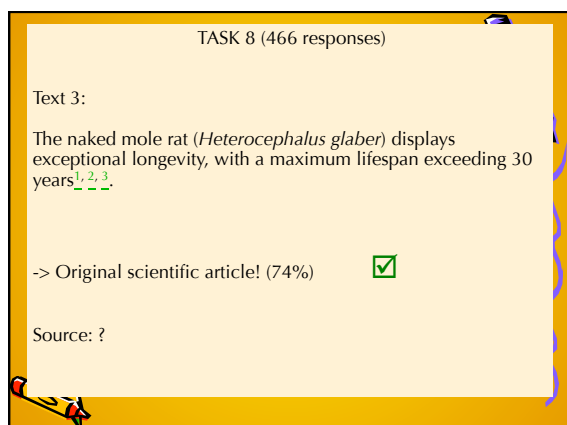
TASK 8 (466 responses)

Text 3:

The naked mole rat (*Heterocephalus glaber*) displays exceptional longevity, with a maximum lifespan exceeding 30 years<sup>1, 2, 3</sup>.

-> Original scientific article! (74%) ☒

Source: ?



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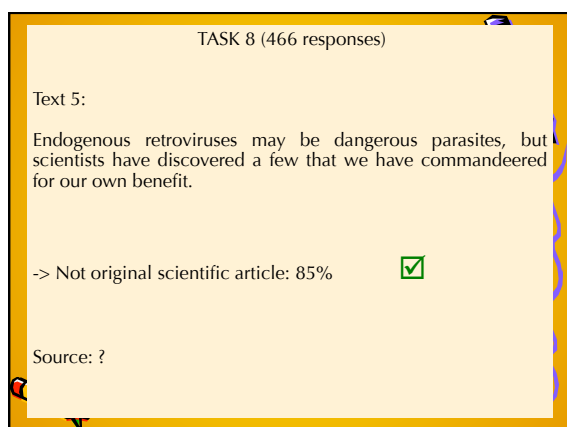
TASK 8 (466 responses)

Text 5:

Endogenous retroviruses may be dangerous parasites, but scientists have discovered a few that we have commandeered for our own benefit.

-> Not original scientific article: 85% ☒

Source: ?



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## TASK 8 (466 responses)

Text 6:

Mice carrying mutations in multiple genes are traditionally generated by sequential recombination in embryonic stem cells and/or time-consuming intercrossing of mice with a single mutation.

Original scientific article! (74%)



Source: ?

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## TASK 8 (Basis of Decision)

	1分	2分	3分	4分	5分	6分	7分	平均分数
Length of text	14.99% 70	12.85% 60	19.91% 93	24.20% 113	19.49% 91	5.78% 27	2.78% 13	3.4
Use of words	4.28% 20	4.71% 22	11.35% 53	17.34% 81	25.91% 121	22.48% 105	13.92% 65	4.7
Content of text	0.43% 2	0.64% 3	2.36% 11	5.57% 26	13.92% 65	21.63% 101	55.46% 259	6.1
Structure of the text	1.28% 6	1.71% 8	3.85% 18	12.63% 59	18.84% 88	28.91% 135	32.76% 157	5.6
Difficulty of understanding	17.58% 82	15.70% 64	21.84% 102	22.48% 105	13.28% 62	7.49% 35	3.64% 17	3.3
Length of sentences	20.99% 98	18.84% 88	20.13% 94	21.41% 100	12.21% 57	4.71% 22	1.71% 8	3
Style of writing	6.00% 28	6.00% 28	8.78% 41	17.56% 82	24.41% 114	19.70% 92	17.56% 82	4.7

受访人数: 467

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## AUDIENCE

Did you notice the differences?

- \* differences in technical vocabulary
- \* amount of background information
- \* definitions of certain concepts
- \* language differences

-> reflect the assumptions the writer makes about the typical reader's familiarity of the subject

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TASK 9a (Audience - Rocket launcher)

THINK FIRST,  
Submit, then  
PAIR, then  
SHARE

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TASK 9a (Audience - Rocket launcher)

The following text is a slightly shortened version of a published article.

Please read through the passages carefully (15 min), then answer the questions provided online (15min).

Please **NO** discussions during this time!

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