



Week 5 Outlining and Noun Phrases



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Goals for Week 5

- HW Discussion
- Active vs Passive
- Brainstorming
- Writing workshop
- Academic writing tips
- Outlines
- Noun phrases in science
- Brainstorming: Idea maps and lists
- Writing workshop

Groups

Random groups today

HW Reading Discussion - 'A brief foray into style'

Discussion

- What did you think about the chapter?
- What was the main purpose/point of the chapter?
- Did you learn anything new regarding style or writing?

Chapter summary

- Some very useful advice, but these are not strict rules, they are Silva's opinions
- Silva's opinion is very good but people will have different opinions
- Academic writers are bad for three reasons
 - 1 they want to sound smart
 - 2 never learned to write well
 - 3 don't spend enough time writing

Choose good words

- seems simple, but actually it isn't
- 'avoid trendy phrases that sound intellectual and never use words that make you sound like an academic psychologist*'
- make sure words you use are easy to find in dictionaries*
 - no slang, no colloquialisms
- do not use complicated words when simpler ones can be used

Delete words that do not add much meaning

- delete 'very', 'quite', 'actually', 'virtually', 'extremely'
- avoid using 'such that'
- avoid 'wobbly compound sentences' where commas mark stopping of speech (LEARN TO USE COMMAS EFFECTIVELY AND CORRECTLY)
- avoid passive

Final note

USE this chapter as a guide

'master the rules of style, but don't let those rules paralyze you when you write'
(76)

Final questions?

English academic
writing tips from
the optional
reading

English style for academic writing

- Here we will discuss some general style points for academic writing
- There is a lot of principles and style tips, so refer back again

ENGLISH STYLE: Academic language features

Another salient difference between the two texts lies in the way they use language to convey information. Text 2-1 draws almost exclusively on the lexical (vocabulary) and grammatical resources that sound academic. These academic language features include:

- technical vocabulary that denotes discipline-specific concepts, such as *ectotherms*, *gills*, *oxygen*, *filaments*, *carbon dioxide*, *fins*, *vessels*, and *scales*.
- general academic vocabulary that can be used across multiple disciplines, such as *release*, *steer*, *stabilize*, *characteristic*, and *protective*.
- long noun phrases with multiple layers of embedding and modification to pack dense information, such as *ectotherms that live in water and use gills to get oxygen; fanlike structures used for steering, balancing, and moving; water that is passing over the gills; and hard, thin, overlapping plates that cover the skin*.
- cautious language to temper knowledge claims and ensure precision of information, such as *usually* and *not all*.
- passive voice (e.g., *is released*) that foregrounds the concept and buries the actor performing the action.

ENG STYLE: Everyday language features

Text 2-2, on the other hand, draws heavily on the lexical and grammatical resources of everyday spontaneous conversation. These everyday language features include:

- colloquial expressions (e.g., *almost like, really big, a lot, a lot of, lots and lots of, like a pattern almost, so much, still so much more, awesome, just a little of, so cool, such a mystery*),
- first or second personal pronouns (e.g., *you, I*),
- reference to writer's mental process (e.g., *I think*),
- ambiguous or inconsistent references (e.g., *If you ever turn from an alligator they are very fast.*), and
- run-on sentence (e.g., *If you ever turn from an alligator they are very fast so you need to run zig-zag and confuse them.*)

Table 2.2 Sample Academic Language Features

Academic Language Feature	Explanation	Example
Specialized Terminology	Words, phrases, or acronyms that denote discipline-specific meanings and encapsulate key disciplinary concepts	CCSS, systemic functional linguistics, photon, Boston Massacre, monotonicity
General Academic Vocabulary	Words that frequently appear across academic disciplines, including the widely cited Academic Word List compiled by Averil Coxhead (2000)	estimate, territory, classify, suggest, evidence, contribute
Nominalization	Abstract nouns derived from adjectives, verbs, adverbs, or clauses	similarities (similar), movement (move), tendency (likely), the phenomenon (A plant's stem may bend toward the light to allow as much as possible light to reach the maximum number of food-making cells.)
Non-restrictive Relative Clause	Clause introduced, after a comma, by a relative pronoun such as <i>which</i> , <i>when</i> , <i>who</i> , or <i>where</i>	<i>She will carry them in her mouth to the water, where they will be safer under her watch.</i> <i>The monsoon, on which all agriculture depends, is erratic.</i>
Nonfinite Clause (also called Participial Phrase or Participle Clause)	Clause introduced by a verb (usually in -ing or -ed form) that does not show tense	<i>The young frogs leave the water, switching from a plant diet to one of insects.</i> <i>Once settled in the West, farmers realized that the Appalachians barred trade with the East.</i>

(Continued)

More features

- Specialized terminology
- General academic vocabulary
- Nominalization
- Non-restrictive relative clauses
- Non-finite clauses

Activity: Rewrite this paragraph more academically (if time)

In 2021, an important discovery was made about COVID19 and its variants. Scientists discovered a new variant called the Omicron variant. The Omicron variant is one that was first found in Africa. It is more contagious than other strands of the virus, but it's also less deadly. That means more people will become infected with Omicron but fewer people will die from it. So, this is kind of good for governments and people around the world. The discovery of Omicron was super important and will have implications for the discovery of variants in the future.

Rewrite possibility

In 2021, scientists [passive->active] made an important discovery about COVID19 and its variants. Specifically [connector], scientists discovered a new variant called the Omicron variant, which was first discovered in Africa [addition of non-restrictive relative clause]. Omicron is more more contagious than other strands of the virus, but it is [no contraction] also less deadly, which means more people will become infected with Omicron but fewer people will die from it [relative clause again]. Thus [so->thus, more academic] this is a positive [kind of good->positive] for governments and people around the world because this will have implications for future variant discoveries [nominalization].

Questions?

Active vs Passive Voice

Objective Prose: Active vs passive

When a sentence is in the active voice, **the subject of the sentence is the one doing the action expressed by the verb**. In the passive voice, **the subject is the person or thing acted on or affected by the verb's action**. The passive voice is typically formed with a form of the verb be—such as is, was, or has been—and the past participle of the verb, as in "The ball was thrown by Jerry." **Although sometimes criticized for being evasive, the passive voice can be useful when someone wants to emphasize an action that has taken place or when the agent of an action is unknown, as is often the case in news coverage.**

Active vs passive examples

Active: 'Paul opened the door'

Passive: 'The door was opened by Paul.'

Active: 'Scientists have found that this protein produces an adverse effect on metabolic processes.'

Passive: 'It has been discovered that this protein produces an adverse effect on metabolic processes.'

Good use of the passive

“The money was stolen at 11 PM last night.”

- There was a crime
- We don't know who committed it
- There is no problem leaving off the person who did the crime - because we don't know who it is

Some reasons to use passive (but some would disagree)

- When we want to focus attention on the object receiving the action ('The DOOR was opened.' 'The MONEY was stolen.' 'The CLASS was cancelled.)
- When the agent of the action is unknown ('the money was stolen' [but we don't know by who])
- When many different agents/actors do or believe something so frequently that it is common knowledge ('It is commonly believed that global warming will be the greatest challenge to our world in the twenty-first century.')
- Add variety to your writing and sentence structures

Problems with passive voice

- It obscured the subject of the sentence
- It makes it ambiguous who carried out an act
- It can lead to confusion by readers
- Some writers use this to intentionally obscure information and mislead readers
- THIS CAN BE A BIG PROBLEM, EVEN BIGGER IN SCIENCE WRITING!

When passive is problematic

'It is argued that South Korea actually started the Korean War.'

- Who argued this?
- Under what pretext?

Discussion

- Why might using passive here be problematic?
- Who might use it?
- Why?
- What are they doing to the reader by using passive voice here?

Compare

“It is argued that South Korea actually started the Korean War”

“Scholars have argued that South Korea actually started the Korean War.”

What is the difference here?

Now compare

“It is argued that South Korea actually started the Korean War”

“Scholars have argued that South Korea actually started the Korean War.”

“Bruce Cummings, the Marxist historian at the University of Chicago with strong North Korean sympathies, has argued that South Korea actually started the Korean War.”

- See the difference? See what passive voice can obscure.
- By using the passive, key information about the actor (Bruce Cummings) making the claim was obscured, preventing the reader from understanding the context
- Readers that are unfamiliar will be misled into thinking that ALL scholars might think this way - leading to confusion about who started the Korean War, something major.

Brainstorming

Brainstorming

- Short discussion: What does 'brainstorming' mean?
- Why might you use it?
- Do you use it? If so, how?

Brainstorming explained

- Brainstorming is a technique that is used to develop ideas, organized ideas, or connect ideas
- It is a way to find new concepts or ideas
- There are many ways to do this activity and we will discuss these throughout the class

Brainstorming idea 1: Free writing

Does anyone know what free writing is?

Free writing

- An activity where you just keep writing without stopping
- Do not care about grammar, spelling, punctuation, or anything else
- The purpose is to just keep writing without stopping
- You do this for # of minutes
- Then you take a break, walk away, and do something else
 - (kind of like Baldwin's 'men in black' approach)
- Then you come back to the writing and read whatever you read
- Look for new ideas, interesting concepts, or connections between ideas that you may not have recognized before

Teacher example: Important issues in applied linguistics

[I will demonstrate]

WRITING WORKSHOP/FREE WRITING

TOPIC: What is the biggest issue in STEM today

Write for 5 minutes without stopping about this topic

Break and go back to it

Re-read what you wrote and rewrite sentences that lacked objective prose to have more objective prose

Then we will get into groups and share the free writing/revised parts together

Sharing

- Does writer use objective language appropriately?
- Does the writer use facts to justify their position appropriately?

NOTE

This is a good way to generate ideas for your final paper if you are still struggling....

Outlines

Outlines: Discussion

1. What is an outline?
2. How do you write an outline?
3. Why would you use an outline?
4. How do you use an outline?

Outline

- An outline is an organized list of concepts or ideas that reflect a larger “text”
 - “Text”: article, lecture, speech, book, etc... (wide meaning)
- To write an outline, you usually create a list and organize it by ideas or time
 - Organized by concepts or categories
 - Organized by time
 - Unorganized (used for planning or generating ideas)
- You would use an outline to...
 - Organize ideas
 - Create a roadmap for your paper
 - Generate ideas
 - Restructure a text

In short,

You usually use an outline to guide your writing and idea generation.

You CANNOT just start writing and expect your ideas to be clear and well organized.

You use an outline to structure your writing.

Paper outline I used recently

- Introduction
 - Language and identity research in applied linguistics
 - “Imagined” identities
 - Lack of research in Korea
 - Thesis statement para
- Body
 - Lit review
 - Applied linguistics research
 - L2 education research
 - Asia research
 - Data/Methods
 - Qualitative data explanation
 - Case 1
 - Case 2
 - Case 3
 - Discussion
 - Focus on lived experience
 - Criticize “imagined” identity concept
 - Critique of Korean society through language education
- Conclusion
 - Limitations and counterarguments

Example from class readings: Chen, Kim, Yamaguchi

- Abstract
- Introduction
 - Contextualize three countries
 - Explain renewable energy interest in these three places
 - Thesis statement paragraph: "This article will..."
- Methods
 - SWOT and how it is used
- Results and discussion
 - 3.1 Renewable targets and policies
 - Japan
 - Korea
 - Taiwan
 - 3.2 SWOT analysis of renewable energy policies
 - Japan
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
 - Korea
 -
 - Taiwan
 - ...
 - The comparison
- Conclusions and policy implications

AGAIN

- Use the outline to structure your paper
- After writing your abstract and finding your red line, use an outline to structure the rest of the paper more logically

Activity

- Work with the people that you are sitting with and develop an outline from the articles that you brought
- Work in pairs or groups of three

Activity

- Based on the outlines you made, what were the main findings?
- Can you identify any trends?
- How are these outlines similar or different?
- Did you know these already? Or is this information new to you?

Noun Phrases

Discussion

- What is a noun phrase? 명사구
- Why is it used?
- What is the benefit of using them?

Noun phrases (from Grammar Monster)

- These are very common in science writing
- A noun phrase is a group of two or more words headed by a noun that includes modifiers (e.g., 'the,' 'a,' 'of them,' 'with her').

“The man”

“The dog in the window”

“The rocks with the abnormal formations on top of them”

Noun phrases function (Grammar Monster)

Like any noun, a noun phrase can function as a subject, an object, or a complement within a sentence.

Singing in the bath relaxes me.

(Here, the noun phrase is the subject of the verb "relaxes.")

She was **the devil in disguise**.

(Here, the noun phrase is a subject complement following the linking verb "was.")

Nelson et al NPs

Both genetic and environmental factors likely contribute to the pathogenesis of human prostate cancer. In support of a role for inheritance in the development of prostate cancer, familial clusters of the disease have been reported, and segregation analyses have suggested that prostate cancer in some of these families is likely attributable to inheritance of prostate cancer susceptibility genes [1–3]. Over the past few years, a number of genetic loci have been identified that have been postulated to be responsible for inherited susceptibility to prostate cancer [4–17]. How do such genes lead to prostate cancer development? Until the suspected genes have been identified and characterized, the manner by which the genes increase prostate cancer risk will remain to be established. Nevertheless, in a recent study of cancer risks among 44,788 pairs of twins in Sweden, Denmark, and Finland [18], a statistically significant effect of genotype was observed only for some 42% of prostate cancer cases (with a 95% confidence interval of 29–50%), indicating that environment and lifestyle likely play a more dominant role than inheritance in the development of most prostate cancers.

A dominant role for environment and lifestyle in

Noun phrases in science writing

- Working with partners, find an academic article and identify the NOUN PHRASES in the introduction and body
- Try to find as many as you can

Noun Phrase production activity

- Write a short abstract to your research at KENTECH and use as many noun phrases as you can
- Be conscious of these phrases and use them strategically
- Typical academic abstract of < 200 words

Brainstorming: Idea maps and lists

Brainstorming Idea Maps and Lists

What is an idea map?

What is a list?

How can you use these for generating ideas?

Idea Maps

- You use this to highlight connections between ideas
- Generate new ideas
- See connections that may not be there
- Explore new possibilities

Idea map



Lists

- Exactly as they sound
- Just listing out ideas, topics, concepts, etc.
- Again, the purpose is to generate ideas and see connections
- You are not trying to organize anything here, you are just listing
- Good for when you are stuck on something

Writing workshop

Writing workshop: Express an issue that you disagree with

- 1 - Use a brainstorming technique to generate and outline your ideas
- 2 - Use noun phrases to highlight your opinion

Write a few sentences

Sharing

When listening, identify:

- 1) What is the controversial issue and the writer's opinion?
- 2) What are the noun phrases that the writer used?

Questions?

OUTLINE ASSIGNMENT

- Prepare a 1-2 page outline for their final research paper
- Show that you are familiar with structure of outlines and writing
- Help students develop final research papers
- Use the techniques discussed in class

SIMPLE SAMPLE

- Introduction
 - Context and background
 - Thesis statement
- Body
 - Literature review
 - Supporting idea 1
 - Supporting idea 2
 - Counterargument
 - Discussion
 - Implications
 - Limitations
- Conclusion
- References

OUTLINE (10% of grade)

- Create an outline for your final research paper
- Be DETAILED with the outline, not broad
- But also do NOT have too many points if they are not needed
- Be as detailed as necessary
- 1-2 pages on Word is good, but you can do more
- Even if you have not started thinking about this or doing research, write what you believe may be in your paper
- Questions?

HOMEWORK

- Outline due Week 6 - April 12
- Read one of the two readings on Perusall about outlines (or both of them)