Academic writing
What is academic writing

**Academic writing**
- Based on fact.
- Written for audience of other academics.
- View topic from a number of angles.
- Highly structured.

**Non-academic writing**
- More personal.
- Own point of view.
- Less formal language.
Academic writing

• Is **public** writing.

• Follows **conventions**, such as using **standard English**.

• Uses **documented sources**.

• Presents an **informed opinion** that goes beyond your personal feelings to include evidence and expert opinion.

http://www.realmagick.com/academic-writing
The mechanics

• Paragraphs and sentences.
• Signposts.
• Structure.
What is a paragraph?

A paragraph is a piece of writing that consists of several sentences. A paragraph should always have complete, correct, and concise sentences. As well, it should be easy to read and well organized. The paragraph itself should focus on one subject, theme, or central idea.

Elements of a paragraph

- Introduce the idea of the paragraph with a **Topic Sentence**.
  - Focus the reader’s attention on the subject of the paragraph.

- Develop the paragraph with **supporting details**.
  - Give additional details to develop the idea introduced in the topic sentence.
  - May include details, explanation and examples.

- End with a **concluding sentence** to bring everything together.
A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in following a piece of writing. You can have fantastic ideas, but if those ideas aren't presented in an organized fashion, you will lose your readers (and fail to achieve your goals in writing).

All the supporting details are clearly focused on developing the main idea of writing a good paragraph, as defined generally in the topic sentence.

Catherine O'Donoghue 2015
Structure

• All good writing follow the same basic structure
  • Introduction
  • Body
  • Conclusion

• Variations in how it is presented according to the style of writing required

https://www.google.ie/search?noj=1&tbm=isch&sa=1&q=academic+writing&oq=academic+writing&gs_l=img.3..0l10.3272.5317.0.5471.16.14.0.2.2.0.169.1195.4j7.11.0....0...1c.1.64.img..3.1.3.1.3.1.1218.YOBPq_42Qzs#imgrc=fJW_Z_BIACEytM%3A

Catherine O'Donoghue 2015
The structure
Structure

Introduction

• Gains the reader’s attention
• Identifies the focus, or thesis, that is developed in the main part (body) of the essay

How to write a good introduction

Remember: You are the fisherman, and your reader is the fish. You Gotta Hook’em!
Body

- Developmental paragraphs (body paragraphs) are the heart of an essay.
  - They must clearly and logically **support the thesis**.
  - They must be arranged in the best possible way, e.g. chronologically, order of importance, etc.
• The paragraphs should flow smoothly from one to the next, e.g. the first sentence in each new paragraph serves as an effective link to the preceding paragraph. In addition, minor supporting ideas are linked together within the paragraphs in a smooth manner.
• The paragraphs should flow smoothly from one to the next, e.g. the first sentence in each new paragraph serves as an effective link to the preceding paragraph.

• In addition, minor supporting ideas are linked together within the paragraphs in a smooth manner.

• The last sentence of the paragraph opens the door for additional development in the next paragraph.
Conclusion

The conclusion is the summary paragraph.

• Remind the reader of the paper's thesis by paraphrasing it
• Tie together all of the important points in the essay by way of a summary and draw a final conclusion for the reader.
Style
• Make your voice heard – but don’t give a sermon.
• Formal – don’t be chatty.
• Logical sequence of ideas.
• Avoid emotive language – be objective.
• Vary sentence structure – keep it interesting.
• Use transitions – think of the reader.
• Back up opinions - qualify what you say – reference and explain.
• Acknowledge all ideas.
• Can use first person.

Catherine O'Donoghue 2015
Signposts/ transition words

• The writer is responsible for making the text as clear as possible for the reader.
• To achieve clarity, the author has to ensure that the writing is explicit.
• Good writers use signposting language to signal to the reader where these answers can be found.
**Major signposts** signal key aspects of the work, such as purpose, structure, author’s stance, main points, direction of the argument, conclusions.

- This study **aims to**
- This paper **begins by** .... It will then go on to .... Finally, ....
- This essay critically **examines**....

**Linking words and phrases** show connections between sentences and paragraphs.

First, second, third...

However... On the other hand...

Therefore... As a result...
Examples

• http://www.studygs.net/wrtstr6.htm
• http://www.smartwords.org/linking-words/transition-words.html
Referencing

• Always remember to reference any thing you use.
• Include a bibliography at the end of your assignment.
• Check that all material you have used is included.
• Follow the guidelines provided by AIT Library website,
In-text citations

• **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

• **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

• **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.
• Limit direct quotes – you want your own ideas to shine through but supported by evidence of reading

• Paraphrasing allow you to include someone else’s ideas to show you have synthesised what you have read

• Paraphrasing most useful when using a number of sources
Introducing a paraphrase

Smith (2015) argues that

In a recent article, Smith (2015) suggests that indicates/reports

http://www.bing.com/images/search?q=citation+in+academic+writing&view=detailv2&&id=5F5A7EAE8AB02E29844429274D490F7DD80D0565&selectedIndex=9&ccid=h78unsG9&simid=608010461835101907&thid=OIP.M87b06e9ec1bd485c24b25dbbd55b2240o0&ajaxhist=0
Use introductory phrases
Give the author’s name (and year of publication)

- X states that . . .
- X claims that . . .
- X asserts that . . .
- X agrees that . . .
- X strongly argues . . .
- X comments that . . .
- X suggests that . . .
- X comments that . . .
- X says that . . .

A longer list of possible phrases is available at

Catherine O'Donoghue 2015
The article describes classroom situations in which digital learning plays a major role. It suggests that technology allows students to learn at their own pace, with the teacher’s role being one of a guide or leader, assisting each student to discover more on their own. Technology, it claims, is attractive to younger students, allowing them to maintain their interest and use a learning device which is very familiar to them as it is a part of so many other aspects of their life. It reports that students are engaged and active learners.

Richtel (2011) describes classroom situations in which digital learning plays a major role. He suggests that technology allows students to learn at their own pace, with the teacher’s role being one of a guide or leader, assisting each student to discover more on their own.

Technology, Richtel (2011) claims, is attractive to younger students, allowing them to maintain their interest and use a learning device which is very familiar to them as it is a part of so many other aspects of their life.

Richtel (2012) reports that students are engaged and active learners.
Bibliography

• http://amarris.homestead.com/files/Academic_Writing.htm
• http://word-crafter.net/CompII/academicwriting.html
• http://www.writing.com/main/view_item/item_id/927399-How-To-Write-A-Good-Paragraph
• http://owl.english.purdue.edu/owl/resource/606/01/#resourcena
• http://www.ncl.ac.uk/students/wdc/learning/language/signposting.htm