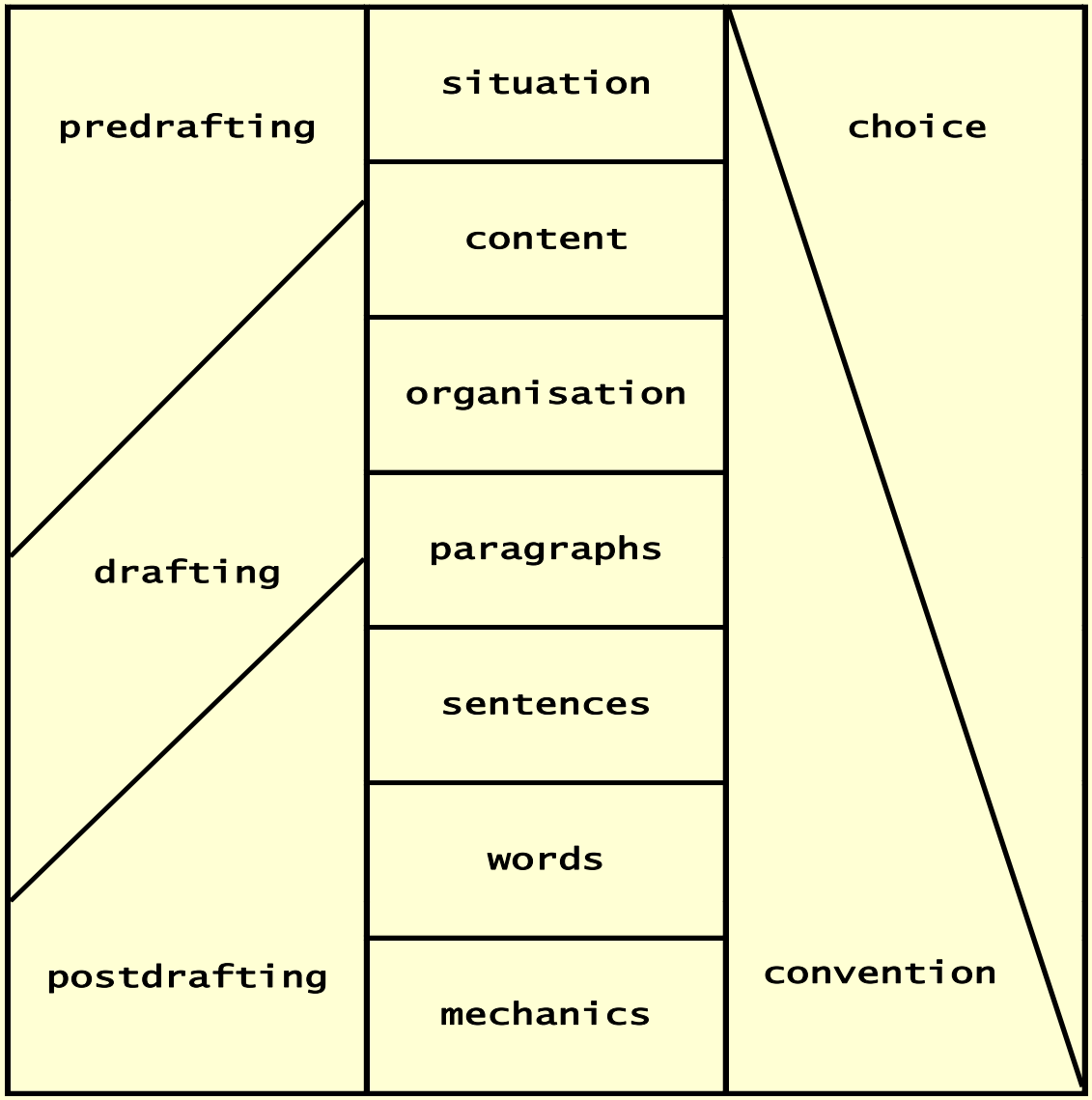
WRITING *for* ACADEMIC PURPOSES

Dr Teun De Rycker, CertTEB, MAL

Writing as *process*, **product** and POWER

based on Ken Davis and Kim Brian Lovejoy (1993): *Writing: Process, Product, and Power*. Englewood Cliffs, NJ: Prentice Hall.


predrafting
drafting
postdrafting
situation
content
organisation
paragraphs
sentences
words
mechanics
choice
convention

Writing as *process*

Writing is a process: it is not something that happens all at once.

This writing process is not a rigid, step-by-step activity but one that usually involves many twists and turns, much doubling back and leaping forward.

Still, it is possible to distinguish *three stages* depending on whether you are planning your writing, completing a first draft or revising your piece of writing.

Writing as *process*

- **predrafting**

do it wrong the first time

- **drafting**

take a break and change hats
tick the appropriate boxes

- **postdrafting**

Writing as **product**

In everyday talk the word *writing* is used as a noun, the name of a thing: we can speak of a "piece of writing" as we would speak of a piece of music.

Just like that piece of music, the written product has a number of characteristics.

Writing as **product**

- **situation**
  find the "we"

- **content**
  make holes, not drills
  get your stuff together

- **organisation**
  get your ducks in a row

Writing as **product**

- **paragraphs**
- **sentences**
- **words**
- **mechanics**

Writing as POWER

Successful writing involves both *choices* and *conventions*. On one hand, writers have the power of choice over what to write to whom and how to organize their writing. On the other hand, there are grammar rules, lexical conventions and spelling habits which they simply have to follow.

Both choices and conventions give you the power to move others to action, to express your views in response to an issue, and to accomplish your goals.

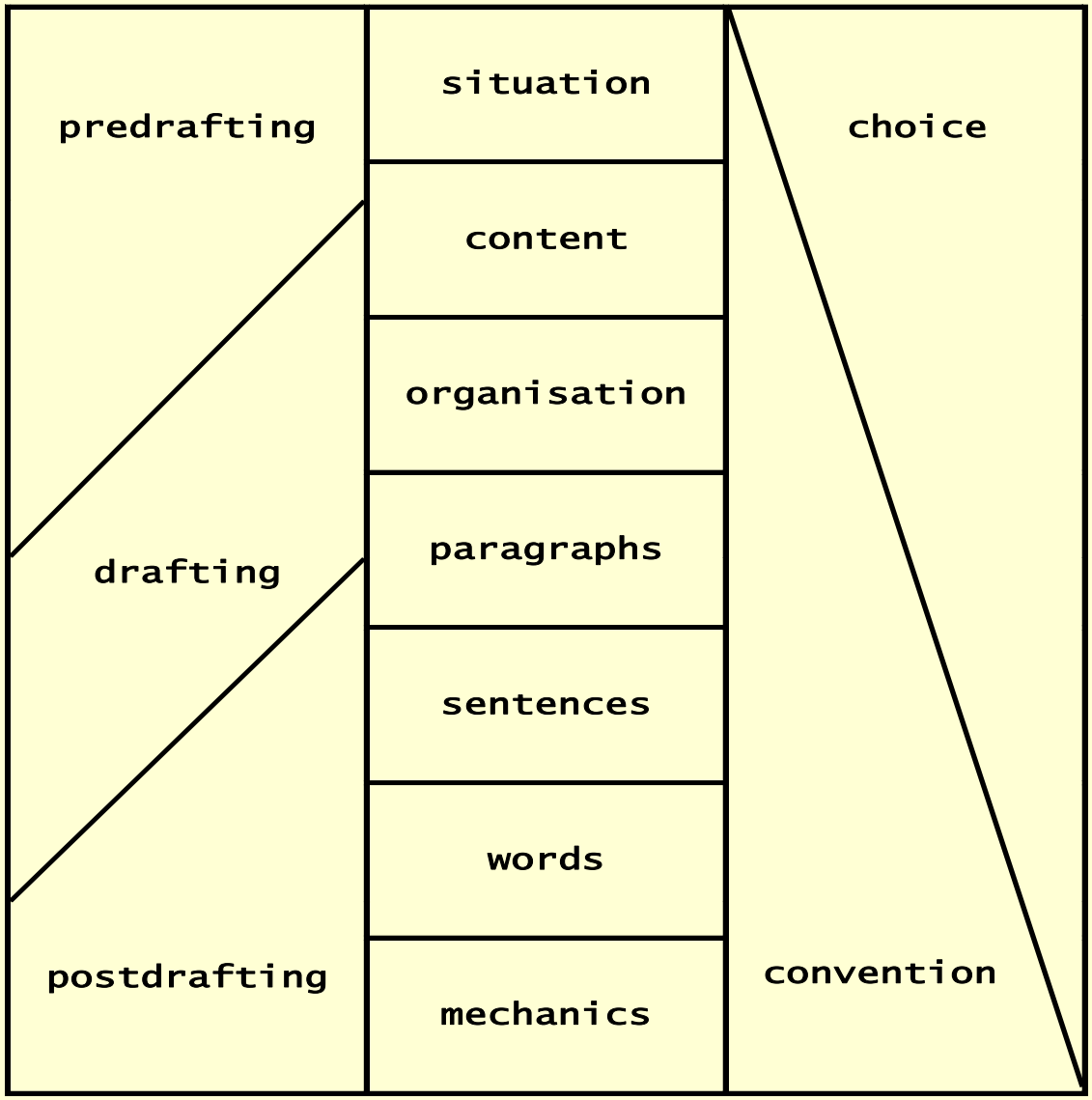
Writing as POWER

- **choice**

  tools

- **conventions**

  rules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TAKE -
DON'T MAKE

Academic Writing

- **Abstract**
- **Introduction**
- **Literature review**
- **Method**
- **Results**
- **Conclusions**
- **References**
- **Appendices**

Abstract

This paper reports a corpus-based lexical study of the most frequently used medical academic vocabulary in medical research articles (RAs). A Medical Academic Word List (MAWL), a word list of the most frequently used medical academic words in medical RAs, was compiled from a corpus containing 1 093 011 running words of medical RAs from online resources. The established MAWL contains 623 word families, which accounts for 12.24% of the tokens in the medical RAs under study. The high word frequency and the wide text coverage of medical academic vocabulary throughout medical RAs confirm that medical academic vocabulary plays an important role in medical RAs. The MAWL established in this study may serve as a guide for instructors in curriculum preparation, especially in designing course-books of medical academic vocabulary, and for medical English learners in setting their vocabulary learning goals of reasonable size during a particular phase of English language learning.

Article outline

1. Introduction
    - 1.1. Academic vocabulary
    - 1.2. Previous studies on academic vocabulary list development
2. Methodology
    - 2.1. Corpus establishment
        - 2.1.1. Data collection
        - 2.1.2. Data processing
    - 2.2. List development
        - 2.2.1. Word selection criteria
        - 2.2.2. MAWL development
3. Results
4. The pedagogical implications
5. Conclusion

Appendix: Medical Academic Word List (submitted by frequency of word families)

References

Organisation

Principles	**Reporter's Checklist**
cause-effect	**Who(m)? Whose?**
facts-opinions	**What? Which?**
means-end	**Where? space**
statement-example	**When? time**
class-member	**Why? reason**
problem-solution	**What for? purpose**
(dis)advantages	**How? means**
differences-similarities	**How many/much …?**
increase-decrease	**How often …?**

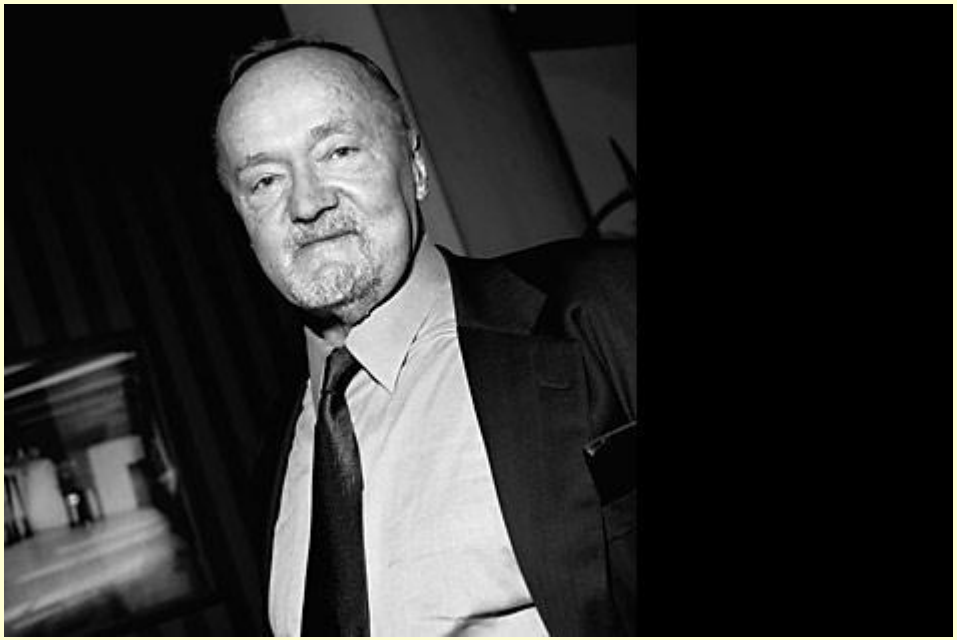
Lexical Chaining

Stephen J. Green (1999): Building Hypertext Links By Computing Semantic Similarity. *IEEE Transactions on Knowledge and Data Engineering* 11: 5. 713-730.

Most current automatic hypertext generation systems rely on term repetition to calculate the relatedness of two documents. There are well-recognized problems with such approaches, most notably, a vulnerability to the effects of synonymy (many words for the same concept) and polysemy (many concepts for the same word). We propose a novel method for automatic hypertext generation that is based on a technique called lexical chaining, a method for discovering sequences of related words in a text. This method uses a more general notion of document relatedness, and attempts to take into account the effects of synonymy and polysemy. We also present the results of an empirical study designed to test this method in the context of a question answering task from a database of newspaper articles.

Toulmin's Model of Argumentation

Stephen Toulmin (1958):
The Uses of Argument.
Cambridge: CUP.



Thinking Critically

The process of making sound inferences based on accurate evidence and valid reasoning. **Brydon & Scott 2006**

Essential for critical reading, evaluating research and writing arguments. **Hodges et al. 2001**

1. CLAIM

a statement the arguer wants another person to accept; the point the arguer is trying to prove

characteristics

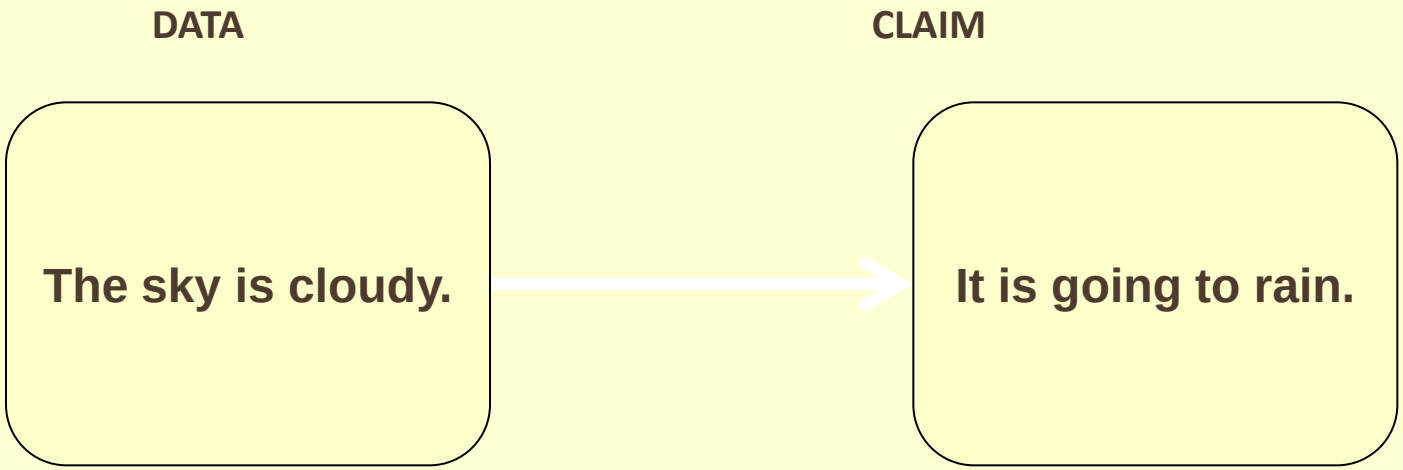
controversiality, clarity, balance, challenge

types

claims of fact, value, policy, definition

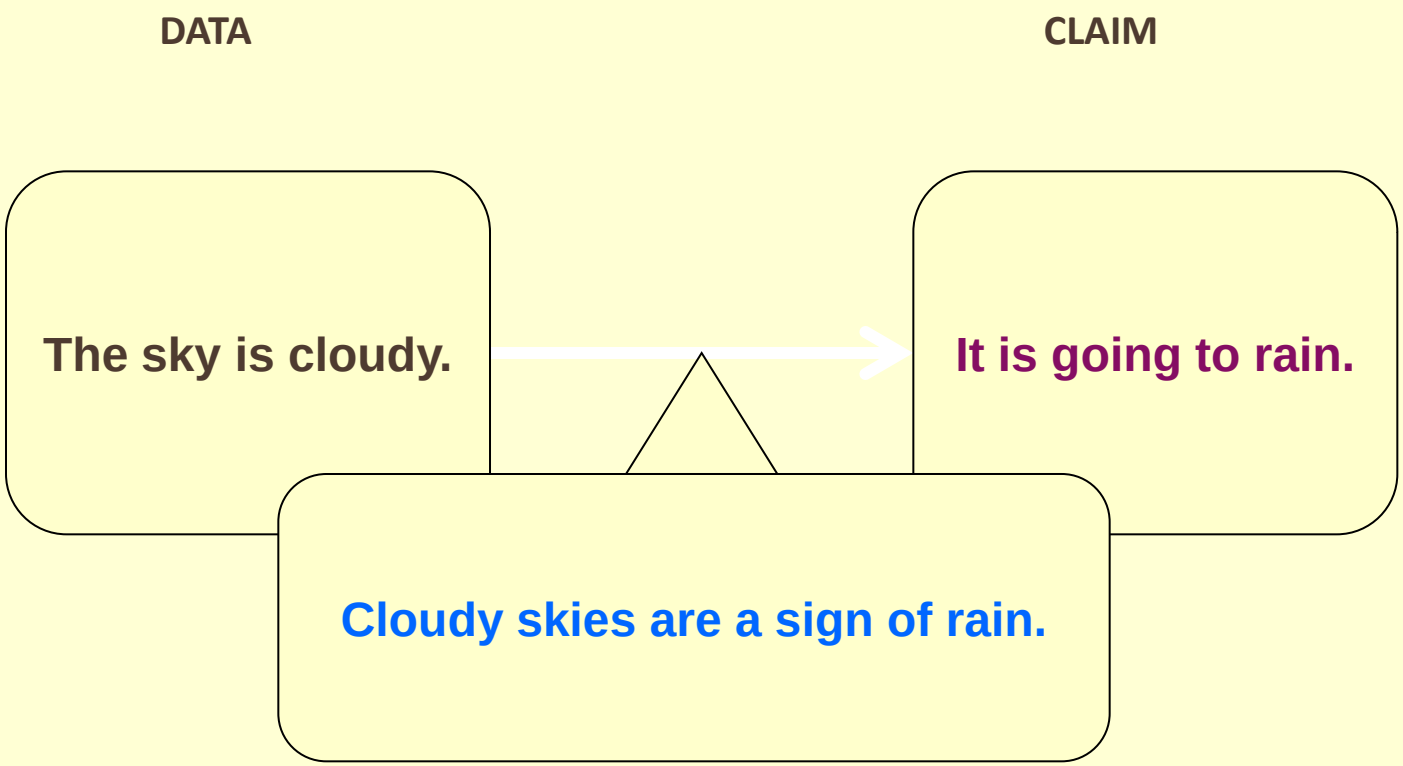
2. DATA

accepted facts, evidence, proof, basic premises



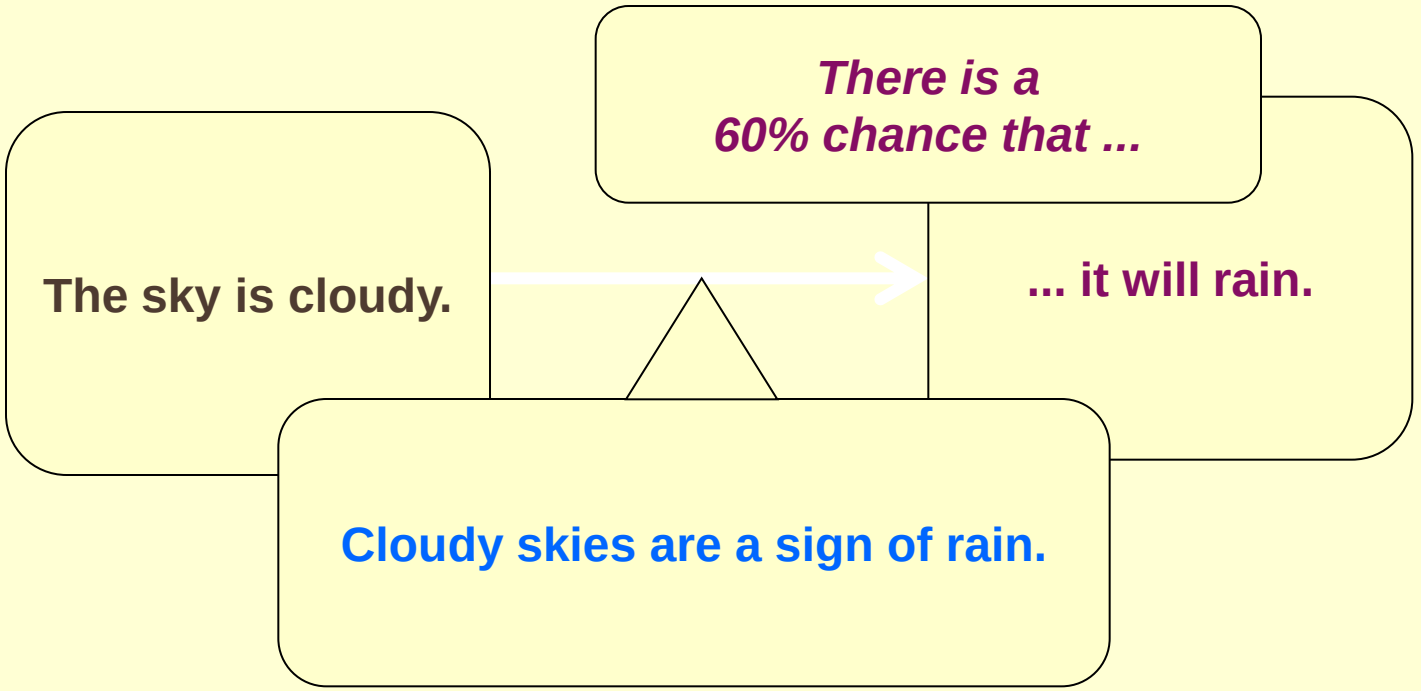
3. WARRANT

a statement that establishes a reasonable relationship between the data and the claim



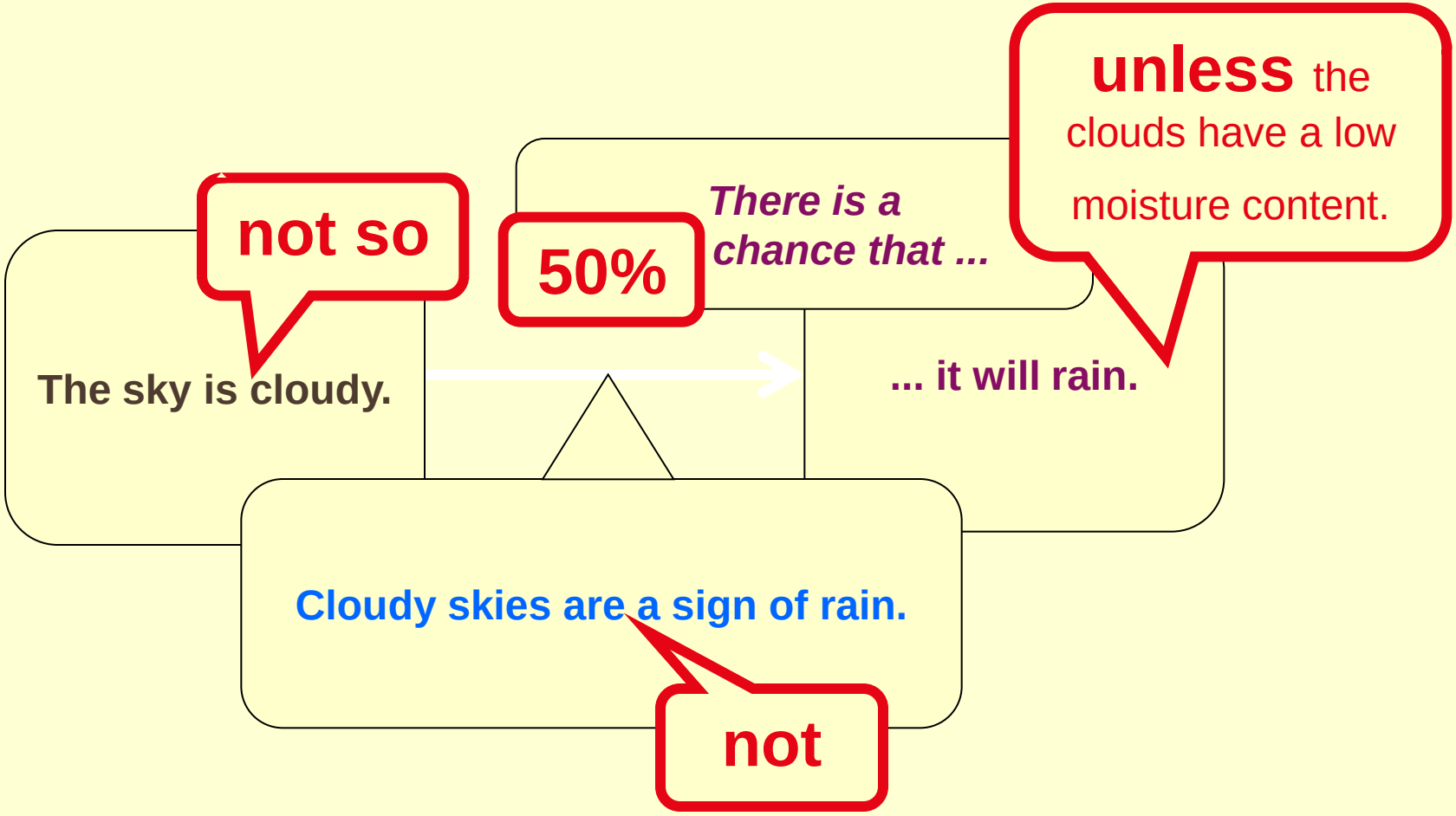
4. QUALIFIER

an indication of the degree of certainty of the conclusion



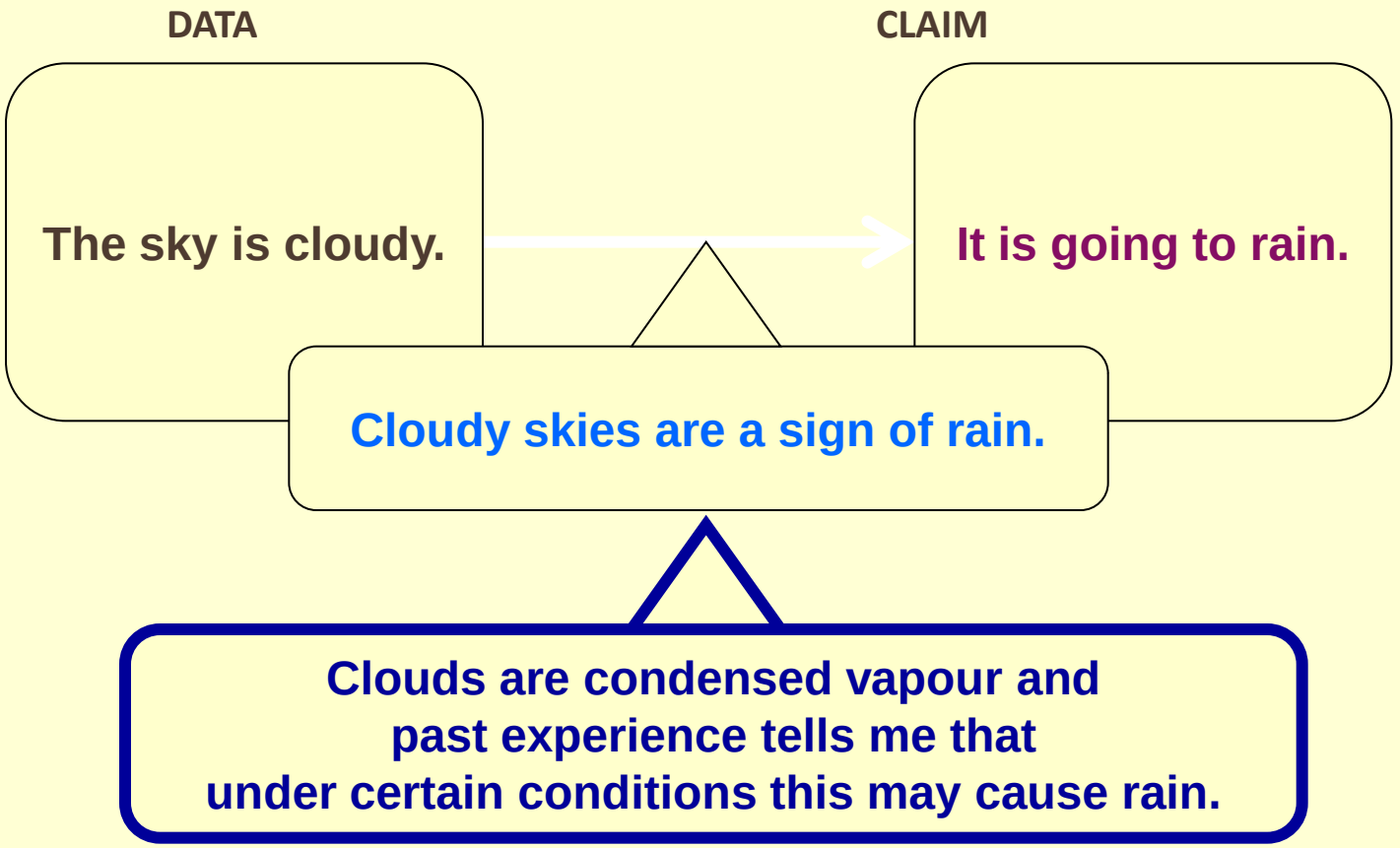
5. REBUTTALS

counter-arguments = arguments



6. BACKING

a support for the warrant



Critical evaluation

- **context**

  theoretical vs. practical arguments

  inference vs. justification

  inductive vs. deductive reasoning

- **criticisms**

Thank you
for your attention and
collaboration!
Have a nice day!