Academic
Reading for Writing

Course Details

Time: Wednesdays 16.00 – 17.30
Seven weekly classes
First Class: 31 January 2007
Last Class: 14 March 2007

Place: Room 16, Language Centre, Parkinson Building, 3rd Floor

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Aim of this course:

To improve your academic writing by drawing explicit attention to features of academic writing that you encounter when you read academic texts

By the end of the course, you should have developed skills to:
- analyse academic texts for academic features of writing
- identify useful phrases in text
- determine why/how the phases you identified are useful
- use new useful phrases in your own academic writing
- recognise standard academic structure
- write following the expectations of standard academic structure
- analyse texts in your subject matter to find features of writing appropriate to your field
Week One: What Makes Writing Academic Writing?

Aims of this lesson:

i) To identify features of academic writing as different from other writing
ii) More specifically, to identify features of academic writing as different from journalistic writing

1. Pre-Reading Task

(The Other Population Crisis; Changing Values and Falling Birth Rates)

Put in pairs – give each pair a copy of the journal and Observer to share between them

1.1 Look at, but do not bother to actually read the first two pages of each of the texts. Describe how they differ in terms of appearance. What kinds of texts are they? How do you know this without reading the texts?

1.2 There are many differences between academic writing and journalistic writing. What differences can you think of?

2. Reading Task

2.1 You and your partner are going to have four minutes to read the journal article and the academic article. Decide who is going to read each one. Start from the beginning. Do not try to finish it. Just read for four minutes. After four minutes, answer the following questions for your article:

a) What is the topic of the article?

b) Who is the intended audience?

c) What kinds of sources are quoted directly?

2.2 Compare your answers.

2.3 Now look at both articles together. And answer the following questions:

d) How would you describe the tone of the article?

e) What is it about the article that gives it that tone?
3. Academic Writing
Academic writing has features that distinguish it from other kinds of writing. On this course we are going to talk about these features so that your writing conforms to the expectations of academic writing.

(Some) Features of Academic Text

I. Register:
   a. Formal language
   b. Neutral/objective expression of ideas
   c. A distance between writer and the text
   d. Hedging = stating ideas as possibilities instead of absolute truths

II. Vocabulary: academic, technical, specialist

III. Grammatical Complexity:
   a. Complex sentences
   b. Passive structure
   c. Linking words/phrases that show the connections between ideas

4. Tasks

4.1 Rewrite the first four paragraphs of the journal article in academic style.

Step One: Pull out the essential information/ideas and list them in bullet points (i.e. notes)
Step Two: Organise your list of bullet points
Step Three: Write the ideas in paragraph style, trying to keep in mind the points we just made about academic writing

Ask them to write on every other line to leave space for task 4.2

4.2 Below are some phrases that could be considered useful in academic writing. Look back over the paragraph you just wrote in Task 4.1. Using a different coloured pen, see if you can add in some phrases (or parts of phrases) to make the paragraph more academic. Or you might want to rewrite a sentence, using phrases from the list.

Some Useful Academic Phrases

So what are the causes of ... ?
Skeptics will argue that...
There is no obvious reason why [. . . ]; in fact, ... 
To fully answer this question will require . . .
It may be that other factors are also involved.
The role of ... appears to be central to . . .
One could argue that . . .
There is a temptation to assume that . . .
Consideration of...is necessary for a complete understanding of...
But is it reasonable to . . .
It seems, then, that . . .
In short, we are not able to account for ...
Week Two: Academic Writing & The Introduction

Aims of this lesson:

iii) To note the difference between published academic writing and student academic writing in order to identify features of academic writing that are appropriate to your own writing
iv) To identify aspects of an introduction in academic writing
v) To analyse the introduction for how it sets up the argument of the paper

1. More Features of Academic Writing

Last week we began talking about features of academic writing. They are given below:

IV. Register:
   a. Formal language
   b. Neutral/objective expression of ideas
   c. A distance between writer and the text
   d. Hedging = stating ideas as possibilities instead of absolute truths

V. Vocabulary: academic, technical, specialist

VI. Grammatical Complexity:
   a. Complex sentences
   b. Passive structure
   c. Linking words/phrases that show the connections between ideas

Here are some More Features of Academic Writing:

VII. Explicit statement of the structure of the text (signposting)

VIII. Structure
   Introduction
   Body (divided into sections)
   Conclusion

IX. Scope: explicit/stated limitation to what it tries to accomplish

X. Situating in field:
   a. Through citation
   b. Establishing a niche/Answering unaddressed question
   c. Establishing the relevant existing literature
   d. Pointing to possible further research

XI. Academic Conventions
   a. Headings and Subheadings
   b. Harvard or Humane Referencing/Citation
   c. Footnotes or Endnotes
   d. References or Bibliography at end
   e. Abstract (for journal article and dissertation/thesis)

2 Published Academic Writing vs. Student Academic Writing

2.1 To what extent is student writing the same/different from published writing?
Brief Class discussion

2.2 Look at the list of features of academic writing. Can you think of any differences between what is expected of you in your own writing on your degree course and the academic writing that you find in published journals or primary source textbooks?
2.3 Pre-Reading Task: Choose one item from the list of Features of Academic Text to focus on when you do the Reading Task below.

2.4 Reading Task (What Makes a Good Essay: Birth Rates)
This model student essay is also about population (again).

Keep the Feature of Academic Writing that you chose in mind as you scan the essay. (You will have five minutes to read only, so try to look for your feature instead of taking in everything.)
Note: focus on the essay itself, not the comments on the side.
Perhaps encourage them to pick something they have NOT mastered.

2.5 With a partner, analyse and discuss the student essay in terms of your chosen aspect of writing. Try to find several specific examples that illustrate your chosen aspect.

One difficulty in learning to write is that most of what you read comes from published material, but you are expected to write in a way that is appropriate for student academic writing. Look again at the journal article (Changing Values and Falling Birth Rates).

2.6 Now look back at the published journal article from last week. Find examples from of the aspect of academic writing that you have been thinking about. To what extent is it the same for both published and student writing? To what extent is it different?

3. Academic Writing: The Introduction
If you take a class on essay writing, you are certain to study how to write an introduction.

3.1 What kinds of things are you usually told to include in the introduction?
- General introduction of the topic
- Narrowing/situating in the field
- Thesis/argument/overall point
- Signpost/outline the rest of the paper

The introduction to the paper by Preston does not seem to include these features of an introduction, at least not explicitly. Yet it is still effective as an introduction.

3.2 Look more closely at the opening four paragraphs and explain how Preston makes it function like an introduction without using explicit introduction-type language.
General Answer: He does so by clearly setting up the problem/argument of the paper

PRESTON’S INTRODUCTION: SETTING UP HIS ARGUMENT

3.3 Below are some specific things that Preston does to make his opening effective as an introduction. Identify exactly where he does each of these in the text (Mark out the exact words/phrases). Be Careful – some items are subtly different!

1. Making a link to work he has already written:
   Line 1 In an earlier article in this volume, I …

2. Saying what he hopes to accomplish in the paper
   Line 3 The immodest aim of the present article is to …

3. Establishing what the approach of the paper will be:
   Line 4-9 No brief analysis can hope to … [followed immediately by] … My approach is to set forth an explanatory framework and to sketch in examples of how this framework aids in the interpretation of … I believe that, by emphasizing … the framework fills a gap left by more conventional approaches.

4. Mentioning the already known general explanation for the problem:
   Line 9, In seeking explanations of …, it is first useful to recognize that …
5. Acknowledging who has already written about this general explanation:
Line 11, This feature has been vividly demonstrated ... by

6. Establishing a more specific question that remains unanswered:
Line 22, In short, ... are not able to account for much of ...

7. Highlighting some literature that partially addresses the problem:
Line 27, A strong case for ... has been made by ... in a series of well-known works that have been elaborated by many others.

8. Pointing out there is a gap in the discussion:
Line 30, Values are seldom mentioned in discussions...

9. Stating what he is going to do in this paper:
Line 32, In my view, ...
Line 34, Since values have been relatively underplayed, I will focus discussion in this area...

10. Stating how he's going to approach the problem:
Line 36, The discussion does not pretend to be complete or original; it is based upon relatively standard sociology with a functionalist cast.

Discussion
When you write an essays/dissertation, should your introduction look like the one above? Or should it have the more explicit features of an introduction? What can you take away from this introduction to use in your own?
(Revisit: to what extent is student writing like published writing?)

Homework
Choose anything you are reading in your coursework. Read the Introduction (or Introductory Section) carefully. Can you identify elements of the introduction that typify Academic Writing? Bring the paper to class and be ready to tell the class one strong feature of the introduction.
(Very specific answers welcome!)

Also: Study the student essay and all of the comments – very informative!
In an earlier article in this volume, I presented evidence on trends since World War II in fertility, marriage, divorce, family size orientation, and contraception in the five major non-European industrialized countries. The immodest aim of the present article is to explain these trends, especially the decline in fertility. No brief analysis can hope to do full justice to this complex subject. My approach is to set forth an explanatory framework and to sketch in examples of how this framework aids in the interpretation of the monumental events that have occurred. I believe that, by emphasizing the changing social construction of parenthood, the framework fills a gap left by more conventional approaches.

In seeking explanations of the decline in fertility in these countries, it is first useful to recognize that the changes were extraordinarily pervasive, extending through all social strata. This feature has been vividly demonstrated for the United States by Ronald Rindfuss and James Sweet (1977) and Sweet and Rindfuss (1983). Rises and declines in fertility were quite uniform across standard socioeconomic categories (e.g. race, educational attainment, region, husband’s income). For example, between 1970 and 1976, the number of children below age three for currently married white women declined by 22-26 percent in each of the seven husband’s income classes (in 1960 dollars) above $1000-1999. The overall decline was 23 percent (Sweet and Rindfuss, 1983: Table 4). Adjustment for other measurable factors has little effect on this uniformity. Makoto Atoh (1985) has performed a similar demonstration for Japan, showing that a small family has become prevalent within all social and economic strata of Japanese society. Somewhat larger proportionate declines can be noted for the rural and more poorly educated population, but the differences are not large.

In short, compositional changes are not able to account for much of the postwar changes in fertility in these countries. Couples are evidently responding to very generalized phenomena that are felt within all major groups. What are these phenomena? The principal possibilities can be grouped into three clusters: economic factors; contraceptive technology; and a system of values.

A strong case for the importance of economic factors has been made by Gary Becker (1981), Jacob Mincer (1984), and Richard Easterlin (1980) in a series of well-known works that have been elaborated by many others. The importance of contraceptive technology has been stressed above all by Charles Westoff and Norman Ryder (e.g., 1977). Values are seldom mentioned in discussions of fertility change, although Ron Lesthaeghe (e.g. 1983) has been attempting to move European discussion in this direction. In my view, consideration of all three factors is necessary for a complete understanding of recent fertility change in these countries – and in most times and places. Since values have been relatively underplayed, I will focus discussion in this area and nest the consideration of economic and contraceptive factors within such a discussion. The discussion does not pretend to be complete or original; it is based upon relatively standard sociology with a functionalist cast (e.g. Davis, 1955).
LAST SEMESTER WE WEREN’T ABLE TO COVER THE BELOW IN WEEK TWO. I EXPECT THIS WILL BE TRUE AGAIN, BUT I’LL LEAVE IT HERE IN CASE YOU FIND YOU HAVE TIME. ASSUMING YOU WON’T IT WILL BE WORKED IN AS THE BEGINNING OF THE NEXT CLASS (LIKE WE DID LAST TIME).

4.0 OTHER POINTS ABOUT ACADEMIC WRITING

4.1 USE OF THE FIRST PERSON
Students are often told not to use the first person (‘I’, ‘me’) in their writing.

Q. Note i) where Preston uses the first person
   ii) where he doesn’t even though the meaning he is conveying is that of the first person. Then decide where it is ok for you to use the first person.

i) answers
Line 1, In an earlier article in this volume, I presented evidence
Line 5, My approach is to...
Line 7. I believe that, by emphasizing
Line 32, In my view, consideration of...
Line 35, I will focus discussion in this area and...nest...within...

ii) some answers
Line 3, The immodest aim of the present article is to... = I am going to/My aim is to
Line 9, In seeking explanations of the decline in fertility in these countries, it is first useful to...
Line 36, The discussion does not pretend to be complete or original = I do not pretend to be...

4.2 AUTHOR’S VOICE THROUGH EVALUATION
In addition to saying what he is going to do, the author’s voice comes out whenever elements of his argument are being put forward. A skilful author can also add evaluation (in other words, write critically) when referring to existing work and ideas. One common way to do this is to add in adverbial phrases. For example, Line 23, Couples are evidently responding to...

What meaning does the adverbial, evidently, add to the sentence?

Answer: Evidently suggests that something is happening, but we are not entirely sure why. This word helps to set up Preston’s claim that we need to look at more specific factors.

Q. Can you find any more examples of short phrases or even single words that add a critical edge to Preston’s introduction?
Reinforce last week’s discussion about acceptable (more neutral) descriptive words vs journalistic emotional/sensational descriptive words.

Answers:
Line 11, This feature has been vividly demonstrated = shows approval that the point was clearly and forcefully argued
Line 28 in a series of well-known works = shows it has general acceptance
Line 31, although Ron Lesthaeghe (e.g. 1983) has been attempting to move European discussion in this direction = suggests that Lesthaeghe has not really done the job

4.3 CITATION: EFFECTIVE TECHNIQUE
Part of developing an argument is referring to the work that already exists in the field.

Q1. What is the difference between the citations taken from lines 28 and 30, respectively?
Richard Easterlin (1980) vs. Norman Ryder (e.g., 1977)

Q2. In Lines 27-31 the author skilfully uses citation to both point out what has and what has not been done in the existing literature. Identify the exact phrases that make it clear what exists and what doesn’t.
Answer
Exists:
A strong case for the … has been made by … in a series of well-known works that have been elaborated by many others.
The importance of … has been stressed above all by…

Answer, Doesn’t exist:
Values are seldom mentioned in discussions of …, although … has been attempting to…

**CITATION: MECHANICAL POINTS**
- Preston cites first and last names – find out what your discipline does
- Preston uses Harvard style and not Humane style (numbered footnotes) – find out what your discipline does

Note: There are many resources to help you with proper Referencing/Citation:

The Library has developed some training guides. Go to: [http://www.leeds.ac.uk/library/training/materials.htm#referencing](http://www.leeds.ac.uk/library/training/materials.htm#referencing)

Or ask at the Enquiries desk for a leaflet.

Blackwells Bookshop also sells a small guide on referencing.

The Faculty of Arts has also developed some helpful training guides. Go to: [http://www.leeds.ac.uk/arts/studyskills/](http://www.leeds.ac.uk/arts/studyskills/)
Week Three: Useful Academic Phrases

Homework from last week: Any good examples of academic writing from the Introduction of something you have read this past week?

Aims of this lesson:

i) to consider effective ways to put your ideas across academically
ii) to identify specific phrases that are typical of academic writing
iii) to distinguish useful phrases and sentence level structures from content phrases that are to do with subject matter

1.0 AUTHOR’S VOICE: SIGNPOSTING, EVALUATION AND ARGUMENTATION

The author's voice comes out

i) when s/he says what s/he is going to do in the paper (i.e. signposting)

ii) through evaluation of existing work and ideas

iii) when elements of his/her argument are being put forward

1.1 SIGNPOSTING

Q1. Look back at the student essay (What makes a good essay?) and find the Signposting in the introduction.

End of para 1 This essay... My argument will be . . .

Q2. What Signposting is there in Preston’s paper? What Signposting is missing?

His aims, framework, argument is laid out. He does not outline the paper explicitly

Point out: student writing should outline the paper

1.2 EVALUATION

One way to put forward your evaluation of existing ideas is to add in adverbial phrases. For example, in the published paper on Line 23 Preston writes:

‘Couples are evidently responding to…’

Q1. What meaning does the adverbial, evidently, add to the sentence?

Answer: Evidently suggests that something is happening, but we are not entirely sure why. This word helps to set up Preston’s claim that we need to look at more specific factors.

Q2. Can you find any more examples of short phrases or even single words that add a critical edge to Preston’s introduction?

Reinforce acceptable (more neutral) descriptive words vs journalistic emotional/sensational descriptive words.

Answers:

Line 11, This feature has been vividly demonstrated = shows approval that the point was clearly and forcefully argued

Line 28 in a series of well-known works = shows it has general acceptance

Line 31, although Ron Lesthaeghe (e.g. 1983) has been attempting to move European discussion in this direction = suggests that Lesthaeghe has not really done the job

1.3 ARGUMENTATION

Last week we noted that Preston’s Introduction does not explicitly follow the conventions of an Introduction, but is effective nonetheless. The reason is that the Introduction is structured around setting up his argument through the following moves:

- Giving the Scope of the paper (what he hopes to achieve)
- Setting out the General Explanation for the problem
- Narrowing to a more Specific Question
- Pointing out a Gap in the discussion/Saying how he is going to Fill the Gap

For Student Writing, the last point will be: Making your argument/claim clear
Point out that truly original work is not expected at the UG, MA level (though unique synthesis of ideas/approaches may be)

2.0 A QUICK NOTE ABOUT CITATION: EFFECTIVE TECHNIQUE
Part of developing an argument is referring to the work that already exists in the field.

Q1. What is the difference between the citations taken from lines 28 and 30, respectively?
   Richard Easterlin (1980) vs. Norman Ryder (e.g., 1977)

Q2. In Lines 27-31 the author skilfully uses citation to both point out what has and what has not been done in the existing literature. Identify the exact phrases that make it clear what exists and what doesn’t.

Answer
Exists:
A strong case for the … has been made by … in a series of well-known works that have been elaborated by many others.
The importance of … has been stressed above all by…

Answer, Doesn’t exist:
Values are seldom mentioned in discussions of …, although … has been attempting to…

2.1 CITATION: MECHANICAL POINTS
• Preston cites first and last names – find out what your discipline does
• Preston uses Harvard style and not Humane style (numbered footnotes) – find out what your discipline does

Note:
There are many resources to help you with proper Referencing/Citation:
   ✅ The Library has developed some training guides. Go to: http://www.leeds.ac.uk/library/training/materials.htm#referencing
   ✅ Or ask at the Enquiries desk for a leaflet.
   ✅ Blackwells Bookshop also sells a small guide on referencing.
   ✅ The Faculty of Arts has also developed some helpful training guides. Go to: http://www.leeds.ac.uk/arts/studyskills/

We have spent a fair amount of time talking about structure and register. We are now going to turn to more specific questions of writing at the sentence level.

3.0 Useful Academic Phrases
There are phrases that are typical of academic writing in any field. We are going to push this idea further by suggesting that you could learn to read texts in your own field in a way that will improve your own writing even at the sentence level. In addition to reading your assigned reading for the ideas in your field, we want you to learn to identify useful phrases in the reading that you can then use in your own writing.

For example, all of the below phrases that we have discussed have nothing to do with birth rates or population, and could be used in any field.

Useful Phrases
Line 1,  In an earlier article in this volume, I presented evidence on…
   You could write: In the previous section, I presented evidence on…
Line 5,  My approach is to set forth…
Line 7,  I believe that, by emphasizing X, the Y fills a gap left by …
Line 22,  In short, … are not able to account for …
Line 23,  … are evidently responding to …
Line 24,  What are these phenomena? The principal possibilities can be grouped into three…
Line 27, A strong case for the … has been made by … in a series of well-known works that have been elaborated by many others.

Line 29, The importance of … has been stressed above all by…

Line 30, X are seldom mentioned in discussions of …, although … has been attempting to…

Line 32, In my view, consideration of…is necessary for a complete understanding of…

Note: if you want to be more formal, just omit ‘In my view’

Line 35, I will focus discussion in this area and nest the consideration of …within such a discussion

Line 36, The discussion does not pretend to be complete or original …

Note: ‘pretend’ here is not appropriate for student writing. What could you write?

Answers: try, attempt

Task: Identifying useful phrases
Consider the second paragraph (lines 9 – 21). Underline the ‘useful phrases’ that that provide the structures academic writing (ignoring the ideas in the text). The first useful phrase has been done for you.

In seeking explanations of the decline in fertility in these countries, it is first useful to recognize that the changes were extraordinarily pervasive, extending through all social strata. This feature has been vividly demonstrated for the United States by Ronald Rindfuss and James Sweet (1977) and Sweet and Rindfuss (1983). Rises and declines in fertility were quite uniform across standard socioeconomic categories (e.g. race, educational attainment, region, husband’s income). For examples, between 1970 and 1976, the number of children below age three for currently married white women declined by 22-26 percent in each of the seven husband’s income classes (in 1960 dollars) above $1000-1999. The overall decline was 23 percent (Sweet and Rindfuss, 1983: Table 4). Adjustment for other measurable factors has little effect on this uniformity. Makoto Atoh (1985) has performed a similar demonstration for Japan, showing that a small family has become prevalent within all social and economic strata of Japanese society. Somewhat larger proportionate declines can be noted for the rural and more poorly educated population, but the differences are not large.

Answer (with flexibility)
In seeking explanations of… it is first useful to recognize that ….
This feature has been vividly demonstrated for X by Y. … were quite uniform across … categories (e.g. A, B, C). For examples, between X and Y, … declined by X percent. The overall decline was X percent. Adjustment for other measurable factors has little effect on this uniformity. X has performed a similar demonstration for Y, showing that …

Overall points to make:
• These phrases are all useful for setting up an argument
• In this course we want you to develop the skill of reading for language – as a separate type of reading from reading for the ideas you need to understand the points being made.

Homework
Choose something that you are reading in your field. Pick out 3-5 useful phrases that you could use in your own writing. Write them down and be ready to share them with the class next week.

If Time to Fill
Identify ‘useful academic language’ in the student essay.
Week Four: The Function of Particular Academic Phrases

For homework you were supposed to pick out 3-5 useful phrases from your reading that you could use in your own writing. What phrases did you identify?

While doing your course you have to do a lot of reading. In this class we want to teach you to analyse that reading to better your own writing. You can do this by noting the standard conventions of your field – especially in terms of how ideas are laid out and presented. You should follow the overall structure of academic writing. But you can also do this at the level of the sentence. By gathering lists of useful phrases, you can build up academic sentences to get your ideas across better.

Suggestion: Keep an Academic Phrase Notebook (in addition to a Vocabulary notebook)

Aims of this lesson:
iv) to identify specific phrases that can be useful in your own academic writing
v) to be able to distinguish between expressing one’s own ideas and presenting others’ ideas
vi) to recognise appropriate use of hedging in academic writing

Many of the useful phrases you find in text serve the function of signalling something structural in the text. Structural functions include:
   i) Introducing ideas, points
   ii) Giving the aims of paper/how the paper will proceed
   iii) Argument/point of view
   iv) Reference to existing work/ideas/literature/situation

1. Below are some of the phrases we collected last week. Decide what function they serve.
   a) In the previous section, I presented evidence on...
   b) My approach is to set forth...
   c) I believe that, by emphasizing X, the Y fills a gap left by...
   d) In short, … are not able to account for …
   e) … are evidently responding to …
   f) What are these phenomena? The principal possibilities can be grouped into three...
   g) A strong case for the … has been made by … in a series of well-known works that have been elaborated by many others.
   h) The importance of … has been stressed above all by…
   i) X are seldom mentioned in discussions of …, although … has been attempting to…
   j) consideration of…is necessary for a complete understanding of…
   k) I will focus discussion in this area and nest the consideration of …within such a discussion

2. Looking back at the phrases you found for homework, do they fall into any of these categories?

Other functions that phrases may serve include:
   v) Transition between parts of the paper
   vi) Coherence (=smooth, connected writing)
   vii) Conclusion/Summary

1.0 Developing an Argument and the Language of Argumentation

We have already seen the way in which Preston explains what he is going to argue at the very beginning of his paper (Changing Values and Falling Birth Rates). In that discussion, we noted how the development of an argument rests crucially on use of existing literature. It requires sophistication in writing to be able to make it clear when you are presenting the ideas of others and when you are making your own point.
3. Take a few minutes to scan the first half of section ‘Other ideological explanations of fertility changes’ (until line 43). Divide the text into passages
   i) that clearly show that an idea belongs to someone else
   ii) that are clearly Preston’s ideas/arguments
   iii) that are a mixture of existing idea and Preston’s argument

**Existing ideas/argument**
Par 1 & 2 until line 20 ‘Lesthaeghe (1983) has made a powerful cast that…’
Lines 34 - ‘According to Lesthaeghe…’ According to Lesthaeghe

**Mixture of existing idea and Preston’s argument**
Line 21-23  ‘The role of…appears to be central to…’

**PRESTON’S WORDS – HIS SUMMARY STATEMENT OF THE LITERATURE**
Line 24-6 ‘They were more inclined to…’

**ADDITIONAL RELEVANT POINT, DRAWING FROM EXISTING LITERATURE**
Line 33 ‘These ideological changes were extremely important. But where did they originate?’

**Preston’s argument**
Line 36 ‘This view may well be correct. But …’

The use of citation makes it clear that Preston is referring to existing ideas.

4. Does Preston tend to use citation in the sentence structure? Or does he cite indirectly through brackets connected with specific ideas?

   **Answer:** Direct citation in the sentence. It is often smoother, less interruption in the flow of reading

5. Now look more carefully at the passages. What exact phrases signal when the ideas are Preston’s and when they are summary statements and when they are existing ideas?

2.0 Hedging in academic writing
There are times when as a writer, you need to use a level of cautious writing.

6. Discuss the difference between the below sentences:
   a) ‘It is clear that other factors are also involved.’
   b) ‘It seems that other factors are also involved.’
   c) ‘It is possible that other factors are also involved.’
   d) ‘It may be that other factors are also involved.’
   e) ‘It may be that other factors could also be involved.’
   f) ‘It is clear that other factors are also likely to be involved.’

   Exs a) – d) are illustrate a continuum of strong – to hedged language = The degree of strength in delivering YOUR point
   Ex. f) shows uncertainty about the factors themselves– while this may be the case, it shows uncertainty about some truth/fact in the world, not ‘academic humility’ about putting forth your argument (academic humility = allowing for other possible arguments)
   Ex. e) Hedging + uncertainty. Might use before giving the arguments. Then end with a stronger version of the statement having given the evidence.

7. Looking at the Preston paper again. Consider Line 21-22 ‘The role of … appears to be central to…’ What function does this use of hedging serve?

   **Answer:** Summary statement – showing that this is his interpretation of the literature and allows for other interpretations.

8. In the next sentence, however Preston uses very strong language. He writes: ‘Americans clearly adopted a different stance toward…’ Why?

   **Answer:** The evidence shows a difference stance. Compare with the hedge which is an interpretation about the **importance/significance** of this change.
9. Can you find any more examples of hedging in the passage we read? And can you explain why hedging has been used?

**Answer:** Line 36 ‘This view may well be correct. But …’
Used because this is Preston’s argument

**Answer:** Line 38 ‘Individualism can be seen not so much as a doctrine embodying social value itself as the negation of social value.’
Allows for another interpretation

10. Summary Question:
When does Preston hedge and when does he use definitive language?

**Definitive** – when saying what others have done/written

**Hedging** – When proposing his answer/solution/interpretation

(Also When evaluating others’ ideas, but we haven’t seen that much yet)

11. In fact, Preston’s overall tone is not very hedged. It tends to be quite strong. In general, published academic writing is going to be written in more definitive terms than student academic writing. Why?

**Answer:** Humility required by students.
It’s safer – it’s possible you don’t know other existing ideas.
It’s possible you haven’t thought of all best interpretation/argument

**BUT don’t overdo it. Don’t make it sound like you don’t know what you’re talking about**

12. Look at the next paragraph (Lines 43 – 51), cross out some of the strong language and replace it with hedging. BUT – don’t overdo it. Don’t make it sound like you don’t know what you’re talking about.

**Homework**
As you read this week, look for examples of hedging that you can bring to class next week.
Lesthaeghe (1983) has made a powerful case that ideational systems are strongly implicated in family and fertility change in Western Europe. He traces the fertility decline in Europe principally to the spread of secular individualism, the “pursuit of personal goals devoid of references to a cohesive and overarching religious or philosophical construct” (p. 415).

Strikingly high aggregate-level correlations among indicators of religious, political, and family behaviours support his position. Caldwell (1981) has similarly described fertility decline in Australia largely in terms of spreading individualism and the egalitarian aims it promoted. In the family arena, he argues, this philosophy was first directed toward relations between the generations, and then toward relations between the sexes. A recent, already influential volume by Robert Bellah et al. (1985) has refocused attention on the individualistic bases on which Americans make decisions. “We insist, perhaps more than ever before, on finding our true selves independent of any cultural or social influence, being responsible to that self alone, and making its fulfilment the very meaning of our lives” (1985: 150). Although pertinent to countries in a very different setting, John Cleland’s (1985) conclusion from the comparative analysis of World Fertility Survey data is relevant here as well:

Taken en masse, the results [of the WFS] are more consistent with an ideational theory of change based on the spread of new aspirations or new attitudes towards family formation or birth control, than with a structural theory, which emphasized changes in the economic roles of family units or of children. (p. 243)

The role of ideational change in western counties – especially increasing individualism – appears to be central to the process of postwar fertility decline. Americans clearly adopted a different stance toward marriage and childbearing in 1976 than in 1957. They were more inclined to justify their behaviour in terms of its consequences for personal development, and less inclined to justify it on grounds of fulfilling or adhering to valued social roles (Veroff et al., 1981). If men and women should be freed from social constraints and expectations in the family sphere, it follows that their personal and professional opportunities should be equalized and arbitrary restrictions removed. Unquestionably, many more people in the 1960s and 1970s chafed at the strictures of traditional responsible parenthood and the sexual division of labor that it implied. The assignment of traditional roles based on sex, a characteristic over which one has no control, came increasingly to be seen as unjust and unfair.

These ideological changes were extremely important. But where did they originate? According to Lesthaeghe (1983: 412), the changes were largely autonomous, representing natural extensions into new spheres of the egalitarian and utilitarian thought originating in the Reformation and Enlightenment. A similar view emerges from Caldwell’s discussion. This view may well be correct. But such a development would also be predicted by the explanatory schema sketched above. Individualism can be seen not so much as a doctrine embodying social value itself as the negation of social value. The spread of individualism increases the domain of behavior within which socially neutral values are assigned. The rhetoric of individualism, first legitimated within the political domain, is conveniently available to justify the dismantling of earlier values when they are no longer serviceable.

In a sense, individualism rushes into a vacuum. It has not spread inexorably through all spheres of modern life. Although women’s assignments to restrictive sex roles have come...
to be seen as increasingly unjust, fewer people now than two decades ago are railing at the arbitrary manner in which social class of origin or race constricts an individual's life chances. No one is arguing that crime should not be punished because such punishment unduly encumbers the perpetrator in his pursuit of happiness; penalties are becoming stiffer, not weaker. Rather than being removed from the domain of public interest, a wide variety of personal behaviours toward the environment became social acts during the 1960s and 1970s, with palpable legal and informal sanctions attached.

In short, growing individualism in a particular area can be seen as a response of value systems to changed conditions, rather than as an autonomous force. Such is the view taken here, but in terms of individual behavior the two approaches yield identical predictions; examining behavior alone, an analyst could not distinguish between a situation in which the social value of acts was diminished and one in which individuals adopted a new ethical system that increasingly discounted whatever social values were present. It is only when we examine attitudes and sanctions addressed toward other people's behavior that the two can be distinguished. We have reviewed several attitudinal surveys that show very substantial changes in attitudes toward other people's family and fertility behaviour, suggesting that the values themselves have shifted. Even here, however, one could argue that the ethical system maintained anti-hypocrisy codes such that people would not expect of others what they did not want expected of themselves. What is becoming less doubtful is that, if we are to understand social change, the things at work inside people's heads, whether they are called ideas or social values or habits of thought, need analysis as much as the objective conditions that lie outside. In an era when social values related to childbearing and marriage are much diminished in salience, there is a temptation to assume that they were never strong. Such an assumption would almost certainly be seriously misleading in the study of family change.

This is not to deny the merits of an economic approach to studying fertility change. Economists' predictions about the direction of change have in general been on the mark, and their modes of reasoning have shed a good deal of light on the basis for private decisions. But it is doubtful whether the observed pace of fertility decline could be produced by the accumulation of millions of private decisions made with constant utility functions under marginally altered economic circumstances. Nor does such reasoning shed much light on the international distribution of fertility decline (Mincer, 1984). Social values – malleable and discretionary as they may be – have probably functioned as critically important accelerators of the changes that drew much of their impetus from utilitarian motives. Their role should not, in fact, surprise economists, who have predicted (and verified) that institutions would develop to internalize the externalities arising in such activities as bee-keeping and orchard-tending (e.g. Willis, 1985); why not also in the far more fundamental area of species propagation?

Much is omitted from this account. It does not deal with the relative deterioration of earning of young males in many of the countries reviewed, nor with the relative increase in the cost of housing, each of which may have increased frustration at the opportunities forgone by parenthood in a context where images of material standards have become ever more affluent; nor does it deal with other events that may reflect on the legitimacy of an entire value system (the Vietnam War; educational and scientific advance that eroded the quasi-scientific basis of religious belief – a major cultural prop supporting earlier value systems); nor does it deal with changes in the assumption of state responsibility for childrearing, which some analysts argue may have undercut the social institution of marriage. While these factors and others would need discussion in a complete account, I believe that the three factors highlighted here were the principal actors during the period under review.
Week Five: Using useful phrases in your own writing

Aims of this lesson:

vii) to recognise appropriate use of hedging in academic writing
viii) to be able to use useful academic phrases in your own academic writing

Last week we discussed hedging which is in academic writing:
- When summarising/interpreting someone else’s ideas
- When proposing your argument/point of view of something debatable
- When evaluating someone else’s ideas/claims

1. Look at the below paragraph Preston’s paper (from last week). Find examples of hedging.

In short, growing individualism in a particular area can be seen as a response of value systems to changed conditions, rather than as an autonomous force. Such is the view taken here, but in terms of individual behavior the two approaches yield identical predictions; examining behavior alone, an analyst could not distinguish between a situation in which the social value of acts was diminished and one in which individuals adopted a new ethical system that increasingly discounted whatever social values were present. It is only when we examine attitudes and sanctions addressed toward other people’s behavior that the two can be distinguished. We have reviewed several attitudinal surveys that show very substantial changes in attitudes toward other people’s family and fertility behaviour, suggesting that the values themselves have shifted. Even here, however, one could argue that the ethical system maintained anti-hypocrisy codes such that people would not expect of others what they did not want expected of themselves. What is becoming less doubtful is that, if we are to understand social change, the things at work inside people’s heads, whether they are called ideas or social values or habits of thought, need analysis as much as the objective conditions that lie outside. In an era when social values related to childbearing and marriage are much diminished in salience, there is a temptation to assume that they were never strong. Such an assumption would almost certainly be seriously misleading in the study of family change.

Typical Hedging Words/Phrases

Can you add to the list?

Verbs: can, could, might, may, would, seem, appear, suggest, indicate, signal
Adverbs: perhaps, possibly, conceivably, likely, potentially, arguably

2. Look at (Don’t read!) the whole Preston paper. Find some examples of hedging.

I’m hoping a pattern will emerge where they WON’T find hedging when Preston is reporting on existing literature but they will find hedging in his i) evaluation of literature and ii) his own argumentation.
Discuss the EXTENT to which hedging is used: quality over quantity
Point out: Students should hedge more BUT not to the point where it sounds like they don’t know what they’re talking about.

If you create a list of useful phrases, will you be able to use them in your own writing?

Below are some useful phrases taken from the Preston paper. Can you construct meaningful writing using (some of) these phrases. Work in pairs. If you need to make changes to the phrases (for reasons of grammar, for example) that’s fine. If you want to not use a particular
Academic Reading for Writing

In the academic world, it's often possible to alter or change a phrase, or change it entirely, that's fine as well. But try to use them as they are as much as possible.

**Suggested topic:** The increase in international students in UK universities will lead to better relations between countries politically.

Let us begin with the assertion that...

Skeptics will argue that...

Even if it were valid, however, ...

But one must ask why [ ] would be necessary unless there were ...

The story is likely to be similar in the other...

I would contend that [ ] can best be understood by reference to [ ], rather than by reference to ...

All of these effects can be summarized in SMITH’s terms:

While most of the attention has gone to [ ], SMITH makes a strong case that ...

There is no obvious reason why [ ]; in fact, ...

SMITH documents a similar change among ...

This result certainly supports the notion that ...

While I have chosen to discuss [ ] in the context of [ ], it is evident that the other factors described above are also likely to be involved.

Two possible explanations are [ ] and [ ], both emphasizing the importance of ...

The relative virtues of these two explanations cannot be explored here, but it is worth noting that...

**Have them work in pairs (or alone if they prefer).** Let them have a go, but I expect it will be difficult. After they have a first attempt, move on to the next bit....

The phrases are all taken from the Preston paper. Find the original sentence. It is obviously going to be different. But consider how Preston uses them.
Source of phrases (Preston):

p. 177 para 3 Let us begin with the assertion that ...

p. 181 para 2 Skeptics will argue that ...

p. 181 para 2 Even if it were valid, however, ...

p. 181 para 2 But one must ask why [ ] would be necessary unless there were ...

p. 182 para 4 The story is likely to be similar in the other ...

p. 182 para 4 I would contend that [ ] can best be understood by reference to [ ], rather than by reference to ...

p. 184 para 2 All of these effects can be summarized in CITATION's terms:

p. 184 para 3 While most of the attention has gone to [ ], CITATION makes a strong case that ...

p. 185 para 1 There is no obvious reason why [ ]; in fact, ...

p. 186 para 1 This result certainly supports the notion that ...

p. 186 para 2 CITATION document a similar change among ...

p. 186 para 3 While I have chosen to discuss [ ] in the context of [ ], it is evident that the other factors described above are also likely to be involved.

p. 186 para 4 Two possible explanations are [ ] and [ ], both emphasizing the importance of ...

p. 186 para 4 The relative virtues of these two explanation cannot be assayed here, but it is worth noting that ...

Now try again to complete your passage.

When they are as finished. Have them compare their work with another pair.

Class Discussion:
1. any difficult points
2. grammar: did it need to be changed to fit the sentence they wanted to write?

If Time permits (or if you like this exercise, do it first/instead?)

More Practice with useful phrases (taken from p. 177 of the Preston paper, para 3)

In each set below, the useful phrases have been left intact and the ideas from the paper have be removed and listed below out of order. See if you can reconstruct the first passage.

1. Let us begin with the assertion that [ ]; [ ] that affect [ ]. [ ] that [ ], while [ ]
   a) the well-being of persons other than the members engaging in them.
   b) acts
   c) benefit others are rewarded.
   d) detrimental acts are punished.
   e) societies place values on social acts
   f) Acts

Answer
1. Let us begin with the assertion that [ ]; [ ] that affect [ ]. [ ] that [ ], while [ ]
   a) the well-being of persons other than the members engaging in them.
   b) acts
   c) benefit others are rewarded.
   d) detrimental acts are punished.
   e) societies place values on social acts
   f) Acts

How did you know which phrases filled which blanks?
Answer: By thinking about the meaning AND THE GRAMMAR

Notice: How the author uses repetition of the word ‘acts’ in the passage. What function does that serve?
Answer: Cohesion
Notice the use of the colon. Can you explain the use in this example?

2. This system is reflected in [ ], in [ ], and in [ ] – key indicators of [ ].
   a) institutions
   b) an individual’s long-term access to society’s resources
   c) legal codes
   d) interpersonal application of esteem and rebuke

Is there a ‘right’ answer?
Point: these are all noun phrases, grammatically lots of answers are possible. The ‘right’ answer depends on the meaning you want to convey.

Homework:
Bring examples of useful phrases to class. Can you find different types of useful phrases? (Hedging, transition, summary, etc)
Week Six: Language of Cohesion, Transition and Conclusion

Aims of this lesson:

i) to recognise the different techniques used to make a text coherent  
ii) to identify useful phrases for transitions and conclusions

1.0 Cohesion and the Language of Transitions

Cut up the Student Essay in to its 11 paragraphs + the References.
Note: Make sure the numbers are not included.
I would leave paragraphs in 9 together. Otherwise it might be too hard.  
Have them work in pairs/threes if they like

1. Put the paragraphs of the essay in order. (Try doing this without consulting your copy of the essay.)

2. How were you able to put the paragraphs in order? How did you know what came before/after what? Look back at the paragraphs and identify what clues led you to be able to do the task.

Possible clues

- The arguments being put forward – logic of argumentation
  Ex. Para 3 about privileged circumstances followed by para 4 problem
with idea of privileged circumstances (‘pleasure-seeking’ values)
- First sentences: must follow on.
  Ex 2nd para cannot start with some opposite position.
- Transitional phrases:
  Ex. ‘We can summarise the discussion so far.’ ‘must be in the middle of the essay’
- Repetition of specific words/phrases over paragraph boundaries
  Ex. last sent para 4 and first sentence para 5 ‘obstacle’

Help/Advice if they need it: Try putting paragraphs together as larger chunks, and then decide the order of the chunks of paragraphs

3. Identify/List specific examples of repetition of words/phrases that make the essay coherent as a text.

4. Identify/List specific examples of Transitional phrases that show the essay is moving from one thing to the next (could be whole sentences, or just parts of sentences).

5. Divide the transitional phrases into two categories:
   Going forward: Moving on to another point
   Looking back: Summarising a point

Will this cover them all? I don’t know if we’ll need to create another category. Or I suspect some will fall into both... 

2.0 Writing Conclusions

6. Where does the conclusion start in the Student Essay?

7. Go through the conclusion and identify the different functions of each part of the Conclusion (Try to do this on your own without looking at the commentary).

1st Sentence: Restatement of argument + direct implication
Sent 2-4: Discussion of implication and some research in that direction
Sent 5-end: Restatement another key theme of the argument
8. What should all good conclusions include?

   Restatement of the overall argument

9. What other things could a conclusion include?

   Brief summary of main points
   Implications of the argument
   Points for further consideration/research

10. What should a conclusion NOT include?

   Additional points to support the argument
   New ideas not connected to the argument

11. Look more closely at the exact language of the conclusion. How do you know it is a conclusion?

   There is no ‘conclusion’ language here. A sophisticated writer does not need to signal directly with words like ‘in conclusion’, ‘in summary’, etc. Instead, it is a culmination of ideas
   What should you do? Depends on your level of writing. If in doubt, use direct phrases.

   If Time:
   12. Compare the Conclusion of the Student Essay and the Conclusion of Preston’s paper.

   Homework:
   When reading this week, look at the conclusion of something you are reading.
   i) Is the argument included in the conclusion? What else has the author included?
   ii) Are there any useful phrases for conclusions that you might use in your own writing?
Week Seven: Summary and Conclusion

In this course, we have discussed many features of academic text. Consider the Features of Academic Writing as they are organised below. Are there any that you feel like you don’t understand and would like to discuss further?

Features of Academic Writing

Ideas
- Scope: explicit/stated limitation to what it tries to accomplish
- Situating in field: Establishing a niche/Answering unaddressed question
  - Establishing the relevant existing literature
  - Pointing to possible further research
- Development of argument

Structure
- Introduction
  - Brief overview of topic
  - Signposting of what’s to come
  - Overall argument/thesis
- Body (divided into sections)
  - Background Information
  - Review of existing literature
  - Development of argument
    - Problem – Solution structure
    - Cause – Effect structure
- Conclusion
  - (Brief) Summary
  - Re-Statement of argument/thesis
  - Other possibilities:
    - Implications
    - Connect back to wider picture/larger issues
    - Future research/Questions raised

Format
- Proper use of citation
- Headings and Subheadings
- Harvard or Humane Referencing/Citation
- Footnotes or Endnotes
- References or Bibliography at end
- Appropriate use of abbreviations/acronyms
- Abstract (for journal article and dissertation/thesis)

Language
- Formal language
- A degree of removing writer from the text
- Hedging = stating ideas as possibilities instead of absolute truths
- Signposting: Explicit statement of the structure of the text
- Grammatical Complexity:
  - Complex sentences
  - Passive structure
  - Linking words/phrases that show the connections between ideas
- Technical/specialist vocabulary
- Formal/academic vocabulary
- Use of techniques for coherence
  - Repetition of key words/phrases
  - Phrases that refer back or indicate what is to come
  - Phrases that summarise
Task: Re-Writing a journalistic piece in academic style

Below is a very short article from CCN, written in journalistic style, including some facts that you can use if you like. Do the following to better prepare to re-write the article in academic style.

Step One: Read the passage and identify the essential information/ideas/facts
Step Two: List these in bullet points
Step Three: Organise your list of bullet points in terms of what you will say 1st, 2nd, etc.

Write the ideas in academic writing style (Please skip a line when you write.)

India by the numbers

(CNN) -- India, the world's second most populous nation and its 10th largest economy, is on the rise and bidding for superpower status. After years of having a virtually closed economy, the world's largest democracy flung open its doors to the world in 1991. IT hubs, Mercedes cars and a burgeoning middle class have taken over from the popular image of saris, snake-charmers and slums. But many in the countryside have become mere spectators to the drama unfolding in the cities, with 390 million living on less than $1 a day.

Since independence from Britain, the nuclear power has also had a testy relationship with arch-rival Pakistan, leading to three wars between them, and a tense standoff in 2001. Within its own borders -- which stretch from the Himalayas in the north, the Thar Desert in the east and the Indian Ocean in the south -- caste, religion and communal tensions simmer, at times threatening to disrupt the secular state.

India’s soaring population is proving a challenge as leaders seek to protect the land that is home to one of the world's oldest civilizations, and which has seen the invasions of Aryan tribes, Arab incursions and European traders.

Below are the key facts behind the chaotic, colorful and always memorable India of today:

**Population:** 1,080,264,388 (July 2005 estimate)
**Population growth rate:** 1.4 percent (2005 estimate)
**Infant mortality rate:** Estimates vary from 56 to 65 deaths per 1,000 live births
**Total fertility rate:** 2.78 children children born per female (2005 est.)
**Life expectancy:** Estimates place overall figure at about 64 years; male 63.57; female 65.16 (2005 estimate)
**Literacy:** Defined as age 15+ and can read and write - total population: 59.5 percent; male: 70.2 percent, female: 48.3 percent (2003 est.)

**The economy**
**GDP real growth rate:** 6.2 percent (2004 estimate)
**GDP per capita:** Purchasing power parity - $3,100 (2004 est.)
**Labor force by occupation:** Agriculture 60 percent; industry 17 percent; services 23 percent (1999 estimate)
**Unemployment rate:** 9.2 percent (2004 estimate)
**Population below poverty line:** Estimates range between 25 percent and 29 percent

Sources: CIA Factbook, World Bank


Note:
Please put your name and address (preferably an internal address) on your work so that I can send it to you with comments.
In this course, we have come across a number of Useful Academic Phrases. Below are phrases that we have seen from the Preston paper and/or the student essay on population. Look back over the paragraph you just wrote about India. Using a different coloured pen, see if you can add in some phrases (or parts of phrases) to make the paragraph more academic. Or you might want to rewrite a sentence, using phrases from the list.

Useful Academic Phrases:

Signposting Phrases
In this essay, I will first . . . // This essay will begin by . . .
After presenting both sides of the argument, I will argue that . . .
My approach in this essay is to set forth...
I will focus discussion in this area and nest the consideration of . . . within such a discussion
I believe that, by emphasizing X, it fills a gap left by . . .

Phrases that Refer to Existing Literature
X document a similar change among . . .
X, responding to Y’s analysis of Z, argues that . . .
All of these effects can be summarized in X’s terms:
While most of the attention has gone to [       ], X makes a strong case that . . .
A strong case for the . . . has been made by . . . in a series of well-known works that have been elaborated by many others.
The importance of . . . has been stressed above all by . . .
X are seldom mentioned in discussions of . . ., although . . . has been attempting to...

Summary/Transition Phrases
These conclusions suggest that there must be something else involved.
So what are the causes of . . .?
In the previous section, I presented evidence on...
It seems, then, that . . .
But one must ask why [       ] would be necessary unless there were . . .
In short, . . . are not able to account for . . .
We can summarise the discussion to this point as follows.
Thus far we have considered...

Phrases for Argumentation
Let us begin with the assertion that . . .
The best explanation is to be found . . .
If we accept that [       ], then
But is it reasonable to . . .
But there are several problems with this argument.
Skeptics will argue that . . .
Even if it were valid, however, . . .
The story is likely to be similar in the other . . .
There is no obvious reason why [       ]; in fact, . . .
This result certainly supports the notion that . . .
While I have chosen to discuss [       ] in the context of [       ], it is evident that the other factors described above are also likely to be involved.
The relative virtues of these two explanations cannot be explored here, but it is worth noting that . . .
What are these phenomena? The principal possibilities can be grouped into three . . .
Consideration of . . . is necessary for a complete understanding of . . .
To fully answer this question will require . . .

Phrases for Hedged Argumentation
It may be that other factors are also involved.
The role of . . . appears to be central to . . .
I would contend that [       ] can best be understood by reference to [       ], rather than by reference to . . .
Two possible explanations are [       ] and [       ], both emphasizing the importance of . . .
This view may well be correct, but . . .
One could argue that . . .
There is a temptation to assume that . . .
What is becoming more clear is that . . .
Feedback Questionnaire

Name:      Email address:

Consent to use your work for research purposes:
In today’s class and on the first day of class, you rewrote newspaper articles in academic style. Are you willing to give permission for us to use your writing for research purposes? This means analysing and comparing your writing at the beginning and end of class. While your writing (or parts of it) might be used in a conference paper or published paper, you would not be identified in any such paper.
If this is ok, please sign your name here: ____________________________
(If not, no problem)

Please answer the following questions
1. You have no doubt taken many English classes. Is the approach taken in this class similar or different to approaches in other English classes you’ve taken before?

2. Please describe in your own words the approach taken in this class. In other words, try to explain what you were taught in terms of how to improve your academic writing.

3. Do you feel like this class has improved your academic writing ability? Can you say in what way?

4. Did you like the approach taken in class? (Please comment on the approach/content of the class and not the quality of the teacher/teaching.)

5. Please add any comment that you would like – about anything to do with this class.

Thank you!

It has been a pleasure working with you this term.
The best of luck in your studies!
Group Discussion

1. Do you feel like you changed your reading habits in any way over the course of this seven week In-Sessional class?

2. Did you think explicitly about what you were learning in this class throughout the week when you were studying?

3. When you were doing reading on your course this past term (or the past few weeks), did you find yourself looking for useful phrases of language?
   If no, can you explain why not? (Honesty appreciated!)
   If yes, is this something you used to do on your own anyway?
       can you comment on how much you did this?

4. When you were reading for your course this past term, did you find yourself thinking about the structure of the text (Introduction, development of argument, etc.)?
   If no, can you explain why not? (Honesty appreciated!)
   If yes, is this something you used to do on your own anyway?
       can you comment on how much you did this?

5. What aspects/ideas from this short In-Sessional course do you think you can apply in your current and future studies?

6. Are there areas that you feel like this course didn’t cover (or didn’t cover enough)?