



英文學術論文寫作：簡介與資源分享

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FEATURES OF ACADEMIC WRITING

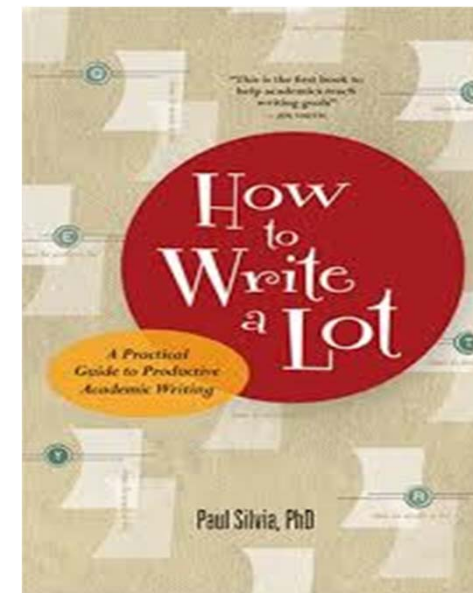
- Highly conventionalized
- The conventions are consistent across disciplines

→ An advantage for non-native speakers

Weissberg & Buker, 2005 

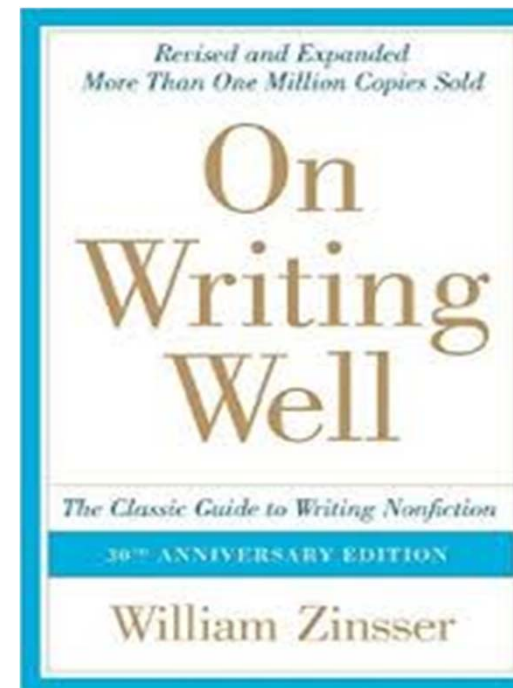
QUOTES

- "Writing is a skill, not an innate gift or special talent. Like any advanced skill, writing must be developed through **systematic instruction and practice**. Learn the rules and do deliberate practice“ (Silvia, 2007, pp. 5-6).



QUOTES

- “Clear thinking becomes clear writing; one can’t exist without the other. It’s impossible for a muddy thinker to write good English” (Zinsser, 2006, p. 8).



QUOTES

- “The first draft of anything is shit.”
~ Ernest Hemingway~



OUTLINE

- Logic flow
 - Unity and coherence
- Academic Word Choices
- Grammar/Sentence Structures
- Plagiarism



UNITY: STAYING ON TOPIC!

- A paragraph discusses **only one** main idea
 - advantages of living in downtown areas
 - Transportation, food, resources
 - Pollution, heavy traffic, crowdedness

- Every supporting sentence must directly explain or prove the main idea
 - advantages of living in downtown areas
 - People who live in downtown areas can have many different food choices.
 - However, the food in downtown areas is usually more expensive than that in rural areas.



PRACTICE

- Handout Q1



COHERENCE

- Sentences must hold together; the movement from one sentence to the next must be **logical** and **smooth**



WAYS TO ACHIEVE COHERENCE

- Repeat key nouns or their substitutes
- Use transition signals to link ideas
- Old to new information flow



REPEAT KEY NOUNS

- Handout Q2



REPEAT KEY NOUNS

- No fixed rule about how often to repeat key nouns or their substitutes
- Avoid using a pronoun when the meaning is not clear.
- [Exception] Terminologies



USE TRANSITION SIGNALS TO LINK IDEAS

- Transition signals work as traffic signs.



Therefore,

For example,

However,

In addition,

USE TRANSITION SIGNALS TO LINK IDEAS

- Handout Q3



OLD-TO-NEW INFORMATION FLOW

- The new information given in the an earlier sentence becomes the old information (subject position) in its following sentence(s).
- Placing relevant old information in early position establishes a content connection backward and provides a forward content link that establishes the context.



PRACTICE

- Handout Q4



WANT TO LEARN MORE?

- Studying on your own
 - Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4*. New York: Pearson Education.
 - Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students 3rd edition*. Ann Arbor: University of Michigan Press.
- Taking classes (<http://ltrc-ge.nctu.edu.tw/>)
 - 研究生英文寫作: 句法與段落寫作
 - 研究生英文寫作: 研究論文寫作



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ACADEMIC WORD CHOICES

- Handout Q5



WANT TO LEARN MORE?

- Use English-English dictionary
 - <http://www.vocabulary.com/>
 - <http://www.merriam-webster.com/>
 - <http://www.oxforddictionaries.com/>
 - <http://dictionary.reference.com/>
- Need experts to point out your writing problems?
 - Writing Consultation 一對一寫作諮詢
 - 語言自習中心: 浩然圖書館B1
 - <http://ltrc.nctu.edu.tw/room/>



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SENTENCE PROBLEMS

- Sentence Fragments
- Run-ons
- comma splices



SENTENCE FRAGMENT

For example, the increase in the cost of renting an apartment.



SENTENCE FRAGMENT

Because some students work part-time while taking a full load of classes.



RUN-ON AND COMMA SPLICE

- Run-on: A sentence with 2 or more independent clauses but no punctuation
 - My family went to Australia then they emigrated to Canada. (X)
- Comma Splice: Two independent clauses are joined by a comma without a coordinating conjunction.
 - My family went to Australia, then they emigrated to Canada. (X)



WANT TO LEARN MORE?

○ Self-study

- Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4*. New York: Pearson Education.
- Caplan, N. A. (2012). *Grammar choices for graduate and professional writers*. Ann Arbor: University of Michigan Press.
- Other grammar books of your own choice

○ Take classes

- 研究生英文寫作: 句法與段落寫作
- 研究生英文寫作: 研究論文寫作



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DEFINITIONS

- “The uncredited use of (both **intentional and unintentional**) somebody else’s words or ideas”.
(Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/589/01/>)
- Plagiarize: to steal and pass off (the **ideas or words** of another) as one's own : use (another's production) without crediting the source. (Merriam-Webster dictionary)



PLAGIARISM FOR PUBLICATION

- “IEEE (Institute of Electrical and Electronics Engineers) defines plagiarism as the reuse of someone else's prior ideas, processes, results, or words without **explicitly acknowledging the original author and source**”.
- APA (Publication manual of the American Psychological Association): “Authors do not present the work of another as if it were their own work. This can **extend to ideas as well as written words**”.



- Which of the following intellectual properties does plagiarism apply to?
 - Books
 - Magazines
 - Newspaper
 - Journal articles, letters, transactions
 - Conference proceedings
 - **Online materials**



SO HOW DO I AVOID PLAGIARISM?

- When you take notes on others' writing, distinguish your notes by marking:
 - Quotations (Ideas and written words)
 - Your interpretations (acknowledge the source)
- When writing your own paper, be sure to acknowledge your sources (including written words, ideas, tables, figures, or pictures).
 - you need to show that you **fully understand the sources** that you cite and how the sources are **relevant** to your study.



PLAGIARISM DETECTION SOFTWARE

- Turnitin
 - www.turnitin.com



Thank you!

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English Academic Writing: Introduction and Resources

1. The following paragraph has 1 or more sentences that are off topic. Please underline it.

Advances in medicine can come from surprising places, including water. Many scientists are interested in the medical uses of small aquatic³ animals. They believe these animals are useful for new medical products. Some ancient civilizations used berries and grasses for medical purposes. These plant-based medicines were often quite effective. In the future, important drugs may be made from aquatic organisms. In addition, these organisms may be used as models to understand human diseases. Many years from now, sea creatures may help people lead healthier and longer lives.

Source: Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4*. New York: Pearson Education. p. 25

2. Please circle the key noun “fear” and words related to it in the following paragraph.

The Health Consequences of Fear

When worry escalates, the result is fear. Everyone has experienced fear. A swimmer of only moderate skill might be afraid of swift waters; a child might fear the dark. A hiker will probably feel fear when hearing the distinctive warning of a rattlesnake; a jogger might experience it when confronted with an angry dog. According to the author Norman Cousins, “Fear . . . create[s] negative expectations. One tends to move in the direction of one’s expectations.” Fear causes the heart to race, the head to spin, the palms to sweat, the knees to buckle, and breathing to become labored. Its physical effects are such that the human body can’t withstand it indefinitely.

Source: Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4*. New York: Pearson Education. p. 27

3. Please circle the transition signals in the following paragraph.

One difference among the world’s seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry; consequently, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Source: Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4*. New York: Pearson Education. p. 31

4. Please read the following paragraph and observe how it establishes the old-to-new information flow.

... [1] Most of the research on how caffeine affects sleepiness/alertness has focused on coffee or no-doze pills. [2] However, a new kind of caffeinated drink has become increasingly popular, namely functional energy drinks (FEDs). [3] FEDs are marketed as products that can improve both mental and physical performance. [4] In addition to containing caffeine, FEDs have other active ingredients such as taurine, glucose, glucoronolactone. [5] Exactly how these ingredients together affect alertness remains unclear.

Source: Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students 3rd edition*. Ann Arbor: University of Michigan Press. pp. 31-32.

5. The following pairs of sentences convey similar meanings. Please circle the most appropriate one for academic writing.

	Sentence A	Sentence B
1	This study did not make specification of the relation between group work and students' performance.	This study did not specify the relation between group work and students' performance.
2	A lot of methods have been proposed to take care of this issue.	Many methods have been proposed to address this issue.
3	The purpose of this training was to improve children's phonological awareness.	The main idea of this training was to make better children's phonological awareness.