



Alzahra University

Academic Writing for Research Publication

(Week 1; on-line course)

نگارش متون علمی برای انتشار پژوهش

پژوهش از زمستان تا بهار

1399-1400



Dr Ali Derahvasht

دکتر علی درهوش

معاونت پژوهشی و فناوری

Week 1

- Controlled writing
- Semi Controlled

WEEK	TOPIC
1-2	Focus on Language structures: <ul style="list-style-type: none"> • Controlled writing • Semi Controlled • Free Writing
3-4	Focus on the Process Approach <ul style="list-style-type: none"> • Stages in Process Writing • Generating Ideas • Organising/planning, Conferencing • Drafting, peer collaboration, • Editing – self/peer/delayed editing, portfolio assessment
5-6	Focus on Genre <ul style="list-style-type: none"> • Text Types- Fiction and Non Fiction/ Factual • Exploring the construction of Genres- Audience, Lexico- grammar
7-8	Scaffolding Writing in the second Language <ul style="list-style-type: none"> • Types of Writing Tasks • Language Scaffolding • Content Scaffolding
9-10	Tasks, Texts and Materials in the L2 writing <ul style="list-style-type: none"> • The role of materials in the L2 writing • Selecting and executing writing tasks properly • Modifying writing tasks based on needs analysis • Materials and Authenticity • Using Internet-based resources
11-12	Writing Thesis and Dissertation <ul style="list-style-type: none"> • Structure, Formats and Templates • Varieties and International Conventions • Mechanics of Writing Thesis and Dissertation
13-14	Writing Books and Articles <ul style="list-style-type: none"> • Structure, Standard Formats and Templates • Varieties and Conventions • Mechanics of Writing Books and Articles
15-16	Writing Articles and other Research Papers <ul style="list-style-type: none"> • Practice, practice, practice • Working on the participants' papers • Discussion of "What we learned from this course? and • What we want to do with our new knowledge?"

Types of Writing Tasks

There are four basic types of writing:

1. Expository Writing
2. Narrative Writing
3. Persuasive Writing
4. Descriptive Writing

* **Expository** Writing

- Focus is on the facts; to provide **explanations**, information or definitions; **no attitudes**, just clear, rigid facts.

* **Exposition:** explanation, description, discussion

Expository Writing

Example: an **Encyclopedia** entry.

Baseball

Baseball is the American **national** sport. The game is played with a wooden bat and a hard ball by two teams of nine players. The aim of baseball is to complete as many runs as possible. A run is a **circuit** of all four bases. The three main skills in baseball are



DR ALI DERAHVASHT

*Narrative Writing

- Tells us **a story**; usually follows a sequence of events; written in the first person(it can be fiction or non-fiction)

***Narrative**: story, history, plot

Narrative Writing

Example: a writing assignment on
'How was my summer holiday?'

My Summer Holiday

I went to Antalya with my family. We went to in July. We stayed at a hotel. I did lots of things. I played with my cousins. I played volleyball and tennis. I swam a lot. I did my homework. I liked Antalya. I want to come here again. Because Antalya's sea is wonderful.



DR ALI DERAHVASHT

*Persuasive Writing

- Provides arguments to satisfy the answer to ‘why this **opinion** is correct?’
- Tries to **convince** the reader often by mentioning the opposing views
- Provides numbers and **evidences** which support the opinion

* **Persuasive:** convincing, influential, believable

Persuasive Writing

Example: an essay on 'Is chocolate milk good or bad for you?'

Is Chocolate Milk Good or Bad for You?



GOOD SOURCE OF CALCIUM!

One glass of milk has 300 milligrams of calcium. Calcium is a mineral that helps build strong bones and teeth. Doctors recommend that children get 1,300 milligrams of calcium a day.

TOO MUCH SUGAR!

One glass of chocolate milk could have up to 24 grams of sugar. That is almost your entire day's worth! Sugar can cause cavities and other health problems.

FULL OF VITAMINS!

Chocolate milk contains vitamins A, B, D, and E. Vitamins help keep your body healthy. Chocolate milk also contains protein, which helps strengthen your muscles.

TOO MUCH FAT!

Drinking or eating too much sugar can cause you to become overweight. It can also increase your risk for diabetes.



*Descriptive Writing

- Provides a colorful, understandable **image** of the subject in order to help the readers paint the image, formed in their minds, by words.
- Important **details** are considered comprehensively

***Descriptive:** Expresses an opinion

Descriptive Writing

Example: describing a **stew**



“The stew had a strong, spicy scent and it was hot on her tongue, and even the small amount she had taken was enough to warm her throat as it slid down.”



Report Writing

- There is some overlap between **reports** and **essays**, and the two words are sometimes used interchangeably, but **reports are more** likely to be needed for business, scientific and technical subjects, and in the workplace.
- **Report** writing is an essential skill **in many disciplines**.
- Aims to **inform** and sometimes to **persuade**.
- Reports should be written as **clearly** and **concisely** as possible, **with evidence** about a topic, problem or situation.
- Essentially, a report is a **short, sharp**, and **concise** document which is written for a particular purpose and audience

Format For Report Writing

- There is **no set** report writing **format**. However, there are general sections that should be included:
 - Title Section
 - Summary
 - Introduction
 - Body
 - Conclusion
 - Recommendations

Report Writing Activity 1

Touch and tell scrapbook

EXAMPLE from a teacher:

I ask **student to go** out of class, maybe to the **yard** to collect some small **items**. Later they should **paste** one item on **each page** and write some **words for each piece**. Items can be **sorted**, and **labeled**, and it becomes a basis for writing a simple report on “items in our world”.

Report Writing Activity 2

Data sheets

EXAMPLE from a teacher:

I ask students to **plant** a pea/bean/seed and record **daily changes** to the plant which is growing. **After a set period** of time they should write a **final summary** of their observations and ask them to see if their findings can be generalized.

Report Writing Activity 3

Making a questionnaire

EXAMPLE from a teacher:

I ask them to **pick a topic** from the ones I put on the board and **create** a simple **set of questions** to gather information from classmates. Then I ask them to **write up the results** and see if the results can be generalized.

Report Writing Activity 4

Taking notes

EXAMPLE from a teacher:

To create a sense of understanding important **key words** and phrases, I ask students to take **note on a short video** presentation. Later, in groups **they discuss** and **share** their notes and also compare with the teacher's notes to see if they have **sufficient understanding** of important key words and phrases.

Report Writing Activity 5

Pet feeding and cleaning

EXAMPLE from a teacher:

Students write a schedule for **feeding and caring** an animal at home or school. They keep a record of **eating habits, times** for eating, preferred food, etc. This notebook becomes the source for writing a **report** on animal's **eating routines** and **habits**



How do *you* apply these activities in your own area of research?

Write one example for each activity:

- *Touch and tell scrapbook*
- *Data sheets*
- *Making a questionnaire*
- *Taking notes*
- *Pet feeding and cleaning*

Focus on Language Structure

What do these terms mean to you?

- Controlled writing
- Semi-controlled writing
- Free writing

Controlled Writing

- Controlled or guided writing, aims to establish **grammatical** patterns, sentence **structure**, **punctuation** and **word order**. It can help learners learn how to express themselves effectively in proper English.
- An effective tool in helping **learners put words down** on paper. (Silva, 1990)
- **Learners are supplied** with “a great deal of the **content** and **form**” (Raimes, 1983, p. 95)
-
- **Prevents errors** that occur from L1 interference and **reinforces** proper use of L2 **patterns** (Sliva,1990, p. 13)
- Engages learner in a **habit formation** exercise, in which the ESL/EFL learner is simply a manipulator of previously learned language structures.

On Controlled Writing Tasks (page 1)

- Students can be **Scaffolded** during the writing process such as class discussions and **debates**, group or individual brainstorming, **clustering**, **conference**, generating **WH questions** about the targeted topic, and role-plays (Seow, 2002; Taylor, 1981).
- When learners **brainstorm**, they **start** “to make **generalizations** and to see connections and relationships among their observations, thoughts, and facts. And as ideas begin to emerge, the **students** can begin to **narrow down** the scope of their topics. This way the students can come to grips with their topics and learn to identify and test out support for their own arguments” (Taylor, 1981, p. 10)
- In **parallel writing** learners “read and study a passage and then write their own on a similar theme, using as a guide to vocabulary, sentence structure, cohesive devices, and organization of the model passage”

(Raimes, 1983, p. 109)

On Controlled Writing Tasks (page 2)

- Hadley (1993), recommended a kind of **communicative practice** that precedes the actual writing task in order to provide support to ELLs who have lower English proficiency and build their confidence.
- Bangert-Drowns, Hurley, and Wilkinson (2004): writing is similar to the learning process in general; teachers should assist students in **learning the content** before engaging them in writing activities by, for example, **building their vocabulary** and the language needed to approach the writing activity. Teachers can provide them with a content to manipulate or a format to follow until they are gradually able to write without assistance.

Examples of controlled writing

Examples:

an outline to complete

a paragraph to manipulate

a model to follow

a passage to continue

Advantages of Controlled Writing (page 1)

- For **teaching composition** to English language learners at **different levels of English proficiency**
- A **practical** process of “**reinforcing** grammar, vocabulary, and syntax in context. As the students write the passages, they are using the conventions of written English, such as indentation, punctuation, and connecting words, and **spelling**” (Raimes,1983, p. 97).
- Provides learners with **plenty of writing practice** using correct grammar forms
- Allows learners to **watch their progress** within certain limits.

Advantages of Controlled Writing (page 2)

- It can be **prepared** and **corrected** quickly which reduces the burden on the teacher.
- It helps to **systematically** and **gradually cover** different teaching points, and it fulfills certain teaching objectives (Paulston, 1972, p. 39).
- It helps **learners** to practice **writing for different purposes** such as writing letters, messages, memos, notes, invitations, directions, and filling in application forms (Paulston, 1972).

Four Examples of Controlled Writing Tasks

1. Copying

Give learners a newspaper or magazine article and ask them to circle any words they do not know. Copy the words individually onto index cards and encourage learners to flip back through the cards to increase their knowledge of sight words.

2. Lists

Make lists. Draw on the learners' individual interests for topics. Ask sports fans to make lists of their favorite sports or players. Ask learners with extended families to make lists of their family members, grouping the names by relationship, such as aunts or cousins. Vary the activity by asking learners to write a to-do list

3. Forms

Collect various forms and applications for learners to practice filling out, with their name, address and other commonly requested information. Assist job seekers by supplying examples of application forms for fast food restaurants. Encourage reading by supplying library card application forms. Complete one application together before asking the learner to try filling out a form individually

4. Humor

Enliven the classroom by using fill-in-the-blank stories. Review the basic parts of speech and encourage students to write down their suggestions for how to fill in the blanks.

Semi-controlled Writing

- Semi-controlled writing task gives students the **opportunity** to somewhat **personalize** the language to their needs
- Students can add **ideas** and **constructions**
- Teacher provides new **words** and **topics**

For your further reading

- You can find more interactive tasks for controlled writing here:

<https://stibaeswe.wordpress.com/2012/03/03/controlled-writing-as-a-class-exercise-for-beginner/>

Your Assignment

- Grab a recent article from your field.
 - Paraphrase the Abstract by:
 - using appropriate synonyms to some words
 - extending OR decreasing the number of words, where applicable
 - changing the sentence structure, where possible
- *Send both original and new abstracts to my email (aliderahvasht@yahoo.com)
by Tuesday night (1399.12.05)



DR ALI DERAHVASHT