



Alzahra University

Academic Writing for Research Publication

(Week 2; on-line course)

شنبه 9 اسفند 1399

نگارش متون علمی برای انتشار پژوهش

پژوهش از زمستان تا بهار

1399-1400



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دکتر علی درهوش

معاونت پژوهشی و فناوری

Week 2

- Free Writing

Paraphrasing Task (The Abstract)

How did you find the task?

Easy or difficult?

Paraphrasing Task (The Abstract)

Abstract is difficult to be paraphrased because it is:

1. the **last thing** the authors write for the article
2. **written** very carefully and **meticulously**
3. considered the **condensed Article**
4. difficult, if not **impossible, to sacrifice** key information presented in a well-written abstract

Free Writing

- the students have **complete freedom** in the language they produce.
- The **teacher can't predict** what will be said before the activity begins.
- **Students** have the greatest **opportunity to personalize** the language, experiment, and incorporate previously learned vocabulary, grammar, and other points.
- By free activities, students adjust and work within their personal **comfort levels**. This improves student interest.

Example:

a weaker student might largely stick to the target language in a free activity, while a stronger student might mix some new vocabulary that has been independently studied.

Since both students are working to their maximum ability, both are challenged, engaged, and building fluency and accuracy skills.



Activity for *freewriting* (5 min.)

1- Write sentences like:

I remember when my dog had ten puppies under the staircase one cold winter morning when I woke up.

2- If you cannot remember or think of anything write “*I can’t think of anything to write*” and continue writing it until something comes to your mind.

3- Discuss within your group/with someone about any vivid memories from your childhood.

4- Extend your sentence as much as you can.

One-paragraph Essay:

the basis for **systematic writing**

One-paragraph Essay:

- Topic Sentence (thesis statement)
- Body sentences (supporting sentences)
- Re-worded topic sentence (conclusion)



Topic Sentence

- Outlines the **main idea** for the essay
- It is sometimes also referred to as the **thesis statement**, as it is here that you can lay out **a position or thesis** that the rest of the paragraph will look to defend.

Body OR The Support (for the main idea in the topic sentence)

- Contains the supporting evidence and ideas that seek to prove the opening statement
- The information contained in the body sentences will depend on what is needed to prove the thesis

Body could include one or several of the following:

- **Examples** of events or facts that support the thesis
- **Quotes** from authoritative texts or individuals
- **Descriptions** of people, places or events
- **Statistical** evidence and/or **numerical** supporting **data**
- If the essay topic is personal or narrative in nature, **personal stories** or **experiences** may be included
- **Comparisons**
- Cause and effect **arguments** or **discussions**
- **Outlining** a process or procedure

Conclusion & Closing Statement

- Conclude with an **effective summary** that convinces your reader of the thesis you laid out in your opening statement. This sentence **wraps up** the paragraph.
- Be careful **not to repeat** the topic sentence (re-wording is different from repeating).
- The **reader** should finish reading your essay feeling they **have learned something**, and that there has been a **forward** moving **progression** to your argument.
- It directly **relates to the thesis statement** but does not repeat it.
- **Opportunity** to make your point
- Do not leave the reader asking, **“So what?”**
- **DO NOT** introduce any **new facts** in this sentence. This sentence is used to **tie up** the loose ends and make sure that the **paragraph feels finished**.

Tips on writing one-paragraph essay

Use words like **first**, **then**, **after**, **next**, **eventually** and so on to lead the reader from your opening thesis through the proof in the body of the essay and on to the logical conclusion that you are putting forward.

It should be **easy for your reader** to follow your train of thought.

Often a one-paragraph essay is ineffective because the **author fails** to provide **sufficient evidence**. Instead he/she may use **too many** adjectives, adverbs and other “**filler**” language, **instead of** sticking to the **facts and evidence that supports** his/her position.

Be concise, and choose your words carefully when composing a one paragraph essay. It is a short piece and you have **neither time nor words to waste!**

Organization

Sentence #	Name	Purpose/Content
1	Thesis/Topic	<ul style="list-style-type: none"> • Contains topic (literary work) and opinions on the topic. • State author and title of the topic. • Focus of entire paragraph. • Proves the topic.
Chunk #1		
2	Body Point #1	The most important point directly to prove the thesis.
3	Concrete Detail	Quotation or example to prove BP #1 and thus the thesis.
4-5	Commentary	Two or more sentences that analyze how the quote or example proves BP #1 and thus the thesis.
Chunk #2		
6	Body Point #2	The second point to prove the thesis. Begin the sentence with a transition.
7	Concrete Detail	Quotation or example to prove BP #2 and thus the thesis.
8-9	Commentary	Two or more sentences that analyze how the quote or example proves BP #2 and thus the thesis.
Chunk #3		
10	Body Point #3	The third point to prove the thesis. Begin the sentence with a transition.
11	Concrete Detail	Quotation or example to prove BP #3 and thus the thesis.
12-13	Commentary	Two or more sentences that analyze how the quote or example proves PB #3 and thus the thesis.
Final		
14	Conclusion	Restates the thesis and summarizes the body paragraph.

Shaping chart

Title of Essay:

Sentence #	Name	Purpose/Content
1	Thesis/Topic	
2	Body Point #1	
3	Concrete Detail	
4	Commentary #1	
5	Commentary #2	
6	Body Point #2	
7	Concrete Detail	
8	Commentary #1	
9	Commentary #2	
10	Body Point #3	
11	Concrete Detail	
12	Commentary #1	
13	Commentary #2	
14	Conclusion	

Chunk #1

Chunk #2

Chunk #3

Activity

- Write a one-paragraph essay on: [Schools or Home schooling?](#)
- You have 15 minutes to write 5-10 sentences
- Please send your text to my email address (aliderahvasht@yahoo.com) by Tuesday night (1399/12/12) in a Word file.

Thank You