



Alzahra University

# Academic Writing for Research Publication

(Week 3; on-line course)

شنبه 16 اسفند 1399

نگارش متون علمی برای انتشار پژوهش

پژوهش از زمستان تا بهار

1399-1400



*Dr Ali Derahvasht*

دکتر علی درهوش

معاونت پژوهشی و فناوری

# Week 3

- Process Approach
- Stages in Process Writing

Compose

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Group A: Alzahr...

Group B: Alzahra, ...

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HELP

To Ali Derahvasht

CC / BCC



Ahmad Nazari/ Group A/ Week 3



\* For homework, please write in the subject line:

Name/Group/Week

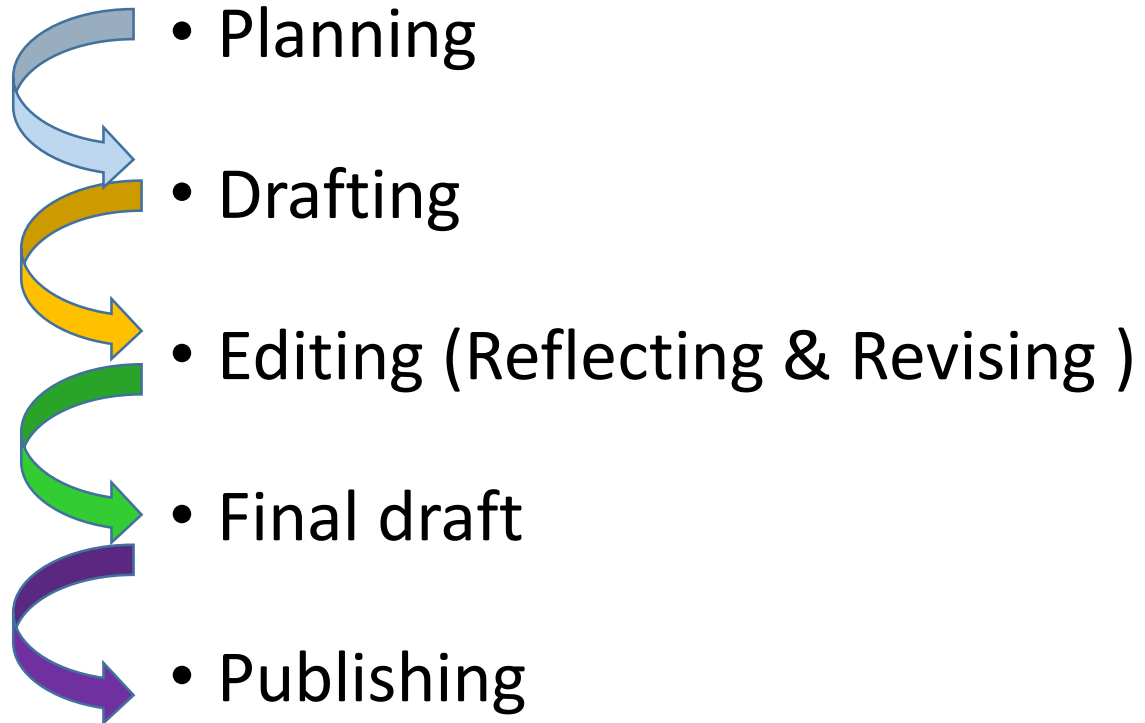
\* Also file's name should be the same:

Name/Group/Week

Send



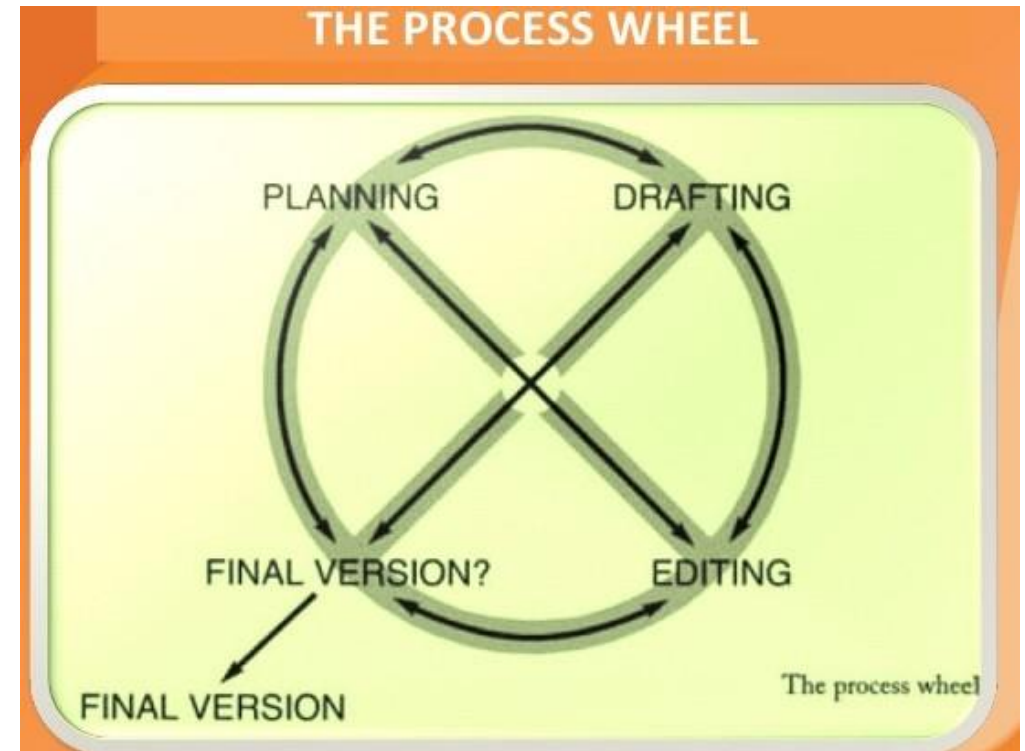
# Writing as a Process



# Writing Process Wheel

Writing is a **recursive process**:

It is all about shaping and re-shaping, drafting and re-drafting, planning and re-planning, editing and re-editing. It is about *multiple drafting*.



From Harmer (2013,p.6)

# Process Trap

Time consuming. What are the solutions?

## *SUGGESTIONS :*

- Write as quickly and immediately as possible, this kind of **instant writing** helps **writing fluency** to be developed.
- **Compare** and **contrast** two written texts from the same content: one is the transcript of a conversation and the other is the 'written out' version.
- Encourage **writing-like-speaking** or write **speeches**

# Process approach

Supporters of process approach (1970s and 1980s) encouraged the various **steps for writing** including:

- Planning
- Organizing
- Drafting
- Revising and editing
- Publishing/reporting/handing in the final draft

But this approach faced a serious **dispute** (late 1980s & 1990s):

writing is not isolated from context and specific **genres**





# Genre-based Writing

- Writing is a social activity with particular **power relations** and social conventions.
- Genre approach: how to construct written texts with respect to their textual and sociocultural **context**
- Genre awareness guides learners in writing in the correct form and structure which is **accepted** by the practitioners of that field.

# Six General Genres



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1. Narrative: story telling; to entertain
2. Recount: telling what happened
3. Information reports: give information based on facts
4. Instructions: tells what and how to do
5. Explanation: explaining why and how something happened
6. Expository: educating the reader by explaining, describing, defining

(Derewianka, 2001)

# Genre and Register

- **Genre** refers to different writing constructions:  
such as: advertisements, letters, reports, etc.
- **Register** refers to the specifically chosen **vocabulary** within a genre and the application of a specific **tone** by writer

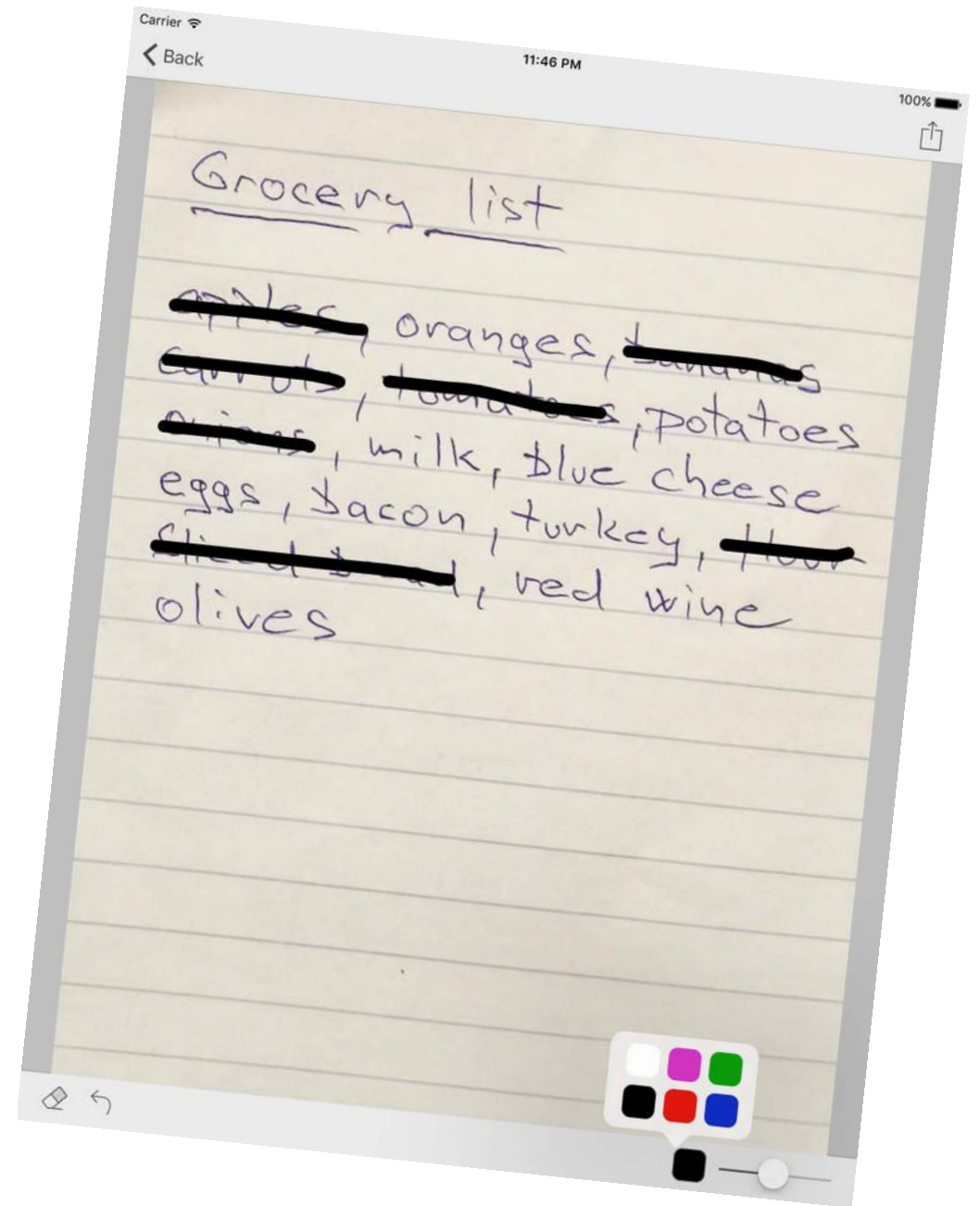
*Example :*

the word choices in **advertisement** of an **apartment** for rental and **advertisement** of a new **shampoo** are different

# Shopping list



How do you relate this text with the elements of writing process?



Paraphrasing (this week) &  
Summarising (next week)

# Paraphrasing & Summarizing

**Why** do I need to paraphrase or summarise?

- Show that you are able to **understand** and **analyse** information from a source
- **Avoid plagiarising** information
- **Integrate** evidence into your writing

# Differences between **paraphrasing** and **summarizing**

Paraphrase	Summary
is a <b>similar length</b> to the original	is <b>shorter</b> than the original
has the <b>same meaning</b> as the original	is an <b>overview</b> of the main ideas
includes <b>examples</b> and <b>details</b>	<b>does not</b> include examples
is usually used to provide <b>evidence</b> or <b>support</b> an argument	is usually used as <b>background</b> information
uses an in-text reference/footnote <b>with page numbers</b>	uses an in-text reference/footnote <b>without page numbers</b>

*Activity* Time



## Paraphrase this text:

Research is an important part of many assessment types. When gathering research material you must be able to evaluate it for relevance to your topic and your focus. You will need to analyse the material for its facts, arguments, and opinions; select material that is directly applicable to your research; and record the publication details so that you can acknowledge your sources and include them in your reference list (SACE Board of SA 2009, p. 1).

# Paraphrasing

# What is effective paraphrasing?(1<sup>st</sup> )

Compare the original and the student work.

Identify if it is **well paraphrased**, **poorly paraphrased** or if it is an example of **plagiarism**.

## Original

Research is an important part of many assessment types. When gathering research material you must be able to evaluate it for relevance to your topic and your focus. You will need to analyse the material for its facts, arguments, and opinions; select material that is directly applicable to your research; and record the publication details so that you can acknowledge your sources and include them in your reference list (SACE Board of SA 2009, p. 1).

## Student work

Research is important for many assessments. When researching, you need to evaluate the research material for your topic and your focus. You need to analyse it for facts, arguments and opinions. You need to select material that is applicable to your research and record all the publication details so you can include them in your reference list (SACE Board of SA 2009, p. 1)..

**Answer:**

**This is an example of plagiarism.**

**Even though the original source is acknowledged,**

- too many of the same/similar words or phrases are used.**

# What is effective paraphrasing? (2<sup>nd</sup>)

Compare the original and the student work.

Identify if it is **well paraphrased**, **poorly paraphrased** or if it is an example of **plagiarism**.

## Original

Research is an important part of many assessment types. When gathering research material you must be able to evaluate it for relevance to your topic and your focus. You will need to analyse the material for its facts, arguments, and opinions; select material that is directly applicable to your research; and record the publication details so that you can acknowledge your sources and include them in your reference list (SACE Board of SA 2009, p. 1).

## Student work

*Research is included in many assessment types. When collecting information a student needs to check it to make sure it is relevant. A student mush analyse the information for its 'facts, arguments, and opinions'. A student mush choose information that is directly connected to their research, and write down the details so they can acknowledge where it came from and incorporate into the reference list (SACE Board of SA 2009, p. 1).*

## **Answer:**

**This is poorly paraphrased. Even though an in-text reference is included to acknowledge the source,**

- the sentence structure or grammar is not changed**
- the order of the ideas is not changed**
- synonyms are used to change the words.**

# What is effective paraphrasing? (3<sup>rd</sup>)

**Compare the original and the student work.**

**Identify if it is **well paraphrased**, **poorly paraphrased** or if it is an example of **plagiarism**.**

## Original

Research is an important part of many assessment types. When gathering research material you must be able to evaluate it for relevance to your topic and your focus. You will need to analyse the material for its facts, arguments, and opinions; select material that is directly applicable to your research; and record the publication details so that you can acknowledge your sources and include them in your reference list (SACE Board of SA 2009, p. 1).

## Student work

It is common to use research in many different tasks. There are certain points to be aware of when collecting research. These include making sure that it is relevant, analysing the main points, choosing information that is connected to the research topic, keeping a record of all details in order to reference them appropriately (SACE Board of SA 2009, p.1).

## **Answer:**

**This is well paraphrased.**

**Elements that make this paraphrase effective include:**

- **changing the sentence structure and grammar**
- **changing the order of the ideas**
- **using a variety of words to express the same meaning**
- **including an in-text reference to acknowledge the source.**



# How do I paraphrase?

It takes **practice** to paraphrase well.

It is a **skill** that you need **to develop**.

Following these **steps** may help:

- Use one of the *Academic Note-taking templates*, to record information about the source and focus on elements of the original text that will help you understand it.
- Read the **original text**.
- Highlight or write notes of the **key ideas** / facts in your own words.
- What is the **author's position**? What **reporting verb** can you use?
- **Re-read** the original to ensure your notes are correct.

- Write in **complete sentences** to integrate the paraphrase into your writing.
  - Change the order of the ideas.
  - Change the sentence structure and grammar.
  - Change phrases rather than single words.
- Check that you have included a suitable **in-text reference** and noted the details for inclusion in your reference list.

# Reporting verb

- A verb belonging to a class of verbs conveying the **action of speaking** and used with both direct and reported speech.
- Reporting verbs may also be used with a **direct object** and with an **infinitive** construction

## Academic Note-taking

- Use this sheet to record evidence from different sources.
- Note down as much information as you can about the source as you will need it for your in-text referencing, as well as your Reference List or Bibliography.
- Paraphrase or summarise the information – use your own words. Don't just copy directly from the text.

Author/s:
Year:
Title:
Journal / Book / Website name and URL:
Publisher:
Location:
If website – the date you viewed the article:
<b>A statement of the main viewpoint</b> You could start your statement with: <i>*In this article, Brown examines . . .</i> <i>*The authors review . . .</i> <i>*The author's purpose is to highlight . . .</i> <i>*The information sheet analyses...</i>
<b>A summary of the main argument, topic or ideas</b> You could start your summary with: <i>*The main ideas stated are . . .</i> <i>*Examples for this topic are documented by . . .</i> <i>*Brown has conducted research into . . .</i> <i>*The author's argument focuses on . . .</i>

# Activity: Practice paraphrasing (step 1)

Read the original text. Highlight or write notes of the key ideas in your own words.

What is the author's position? What reporting verb can you use?

## Original

Conducting case studies gives you a chance to draw from your knowledge and research, practise your skills of analysis and reasoning, and draw conclusions. As a case study is taken from real life, it can be complex, and different readers of your case study may draw different conclusions (SACE Board of SA 2009, p. 1)

## References

SACE Board of SA 2009, *How to conduct a case study*, SA

## Student work – possible answer

### Key ideas:

Case studies – use what I already know, research, use critical thinking skills, “draw conclusions”

Case studies – real-life experiences so the results may be different

### Author’s position:

Giving information, stating facts

### Reporting verbs:

States / emphasizes / highlights



# Activity: Practice paraphrasing (step 2)

**Re-read the original to ensure your notes are correct.**

**Write in complete sentences to integrate into your writing**

- **Change the order of the ideas**
- **Change the sentence structure and grammar**
- **Change phrases rather than single words**

## **Original**

Conducting case studies gives you a chance to draw from your knowledge and research, practise your skills of analysis and reasoning, and draw conclusions. As a case study is taken from real life, it can be complex, and different readers of your case study may draw different conclusions (SACE Board of SA 2009, p. 1)

## **References**

SACE Board of SA 2009, *How to conduct a case study*, SA

## Student work – possible answer

The SACE Board of SA state that doing case studies gives students many skills, such as using what they already know, developing critical thinking skills and making inferences. The Board also emphasize that results may be different because case studies are based on real life experiences.

# Activity: Practice paraphrasing (step 3)

**Check that you have included a suitable in-text reference and noted the details for inclusion in your reference list.**

## **Original**

Conducting case studies gives you a chance to draw from your knowledge and research, practise your skills of analysis and reasoning, and draw conclusions. As a case study is taken from real life, it can be complex, and different readers of your case study may draw different conclusions (SACE Board of SA 2009, p. 1)

## **References**

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## Student work – possible answer

The SACE Board of SA (2009, p.1) state that doing case studies gives students many skills, such as using what they already know, developing critical thinking skills and making inferences. The Board also emphasize that results may be different because case studies are based on real life experiences.

### References

SACE Board of SA, 2009, How to conduct a case study, SA

# Paraphrasing tips

Remember:

- Consider your own ideas.
  - What evidence do you need to support your ideas?
- Consider ideas from the sources, rather than specific words or phrases.
  - What information do you need to include as examples in your writing?
- Change the grammar / sentence structure and phrases, not just single words.

# Take-home Task

1. Grab one of the latest **articles** you have read recently.
2. Go to '**Literature** Review' section
3. Pick **1-2 paragraphs** (maximum 10 lines) and paraphrase them

## Notes:

- \*Make sure the paragraphs contain **citations**
- \*Apply the **three-step** method for paraphrasing

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Trash

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Subscriptions

Groceries

Deals

Receipts

Travel

Folders

Hide

+ New Folder

Group A: Alzahr...

Group B: Alzahra, ...

4

HELP

To Ali Derahvasht

CC / BCC



Ahmad Nazari/ Group A/ Week 3



\* For homework, please write in the subject line:

Name/Group/Week

\* Also file's name should be the same:

Name/Group/Week

Send



THANK YOU!

The image features the words "THANK YOU!" rendered in a highly stylized, hand-painted font. Each letter is a different color: 'T' is pink, 'H' is green, 'A' is blue, 'N' is red, 'K' is yellow, 'Y' is red, 'O' is pink, 'U' is green, and the exclamation point is blue. The letters have a rough, brushstroke texture with frayed edges. The background is white, scattered with numerous small, colorful dots in shades of pink, green, blue, yellow, and red, resembling confetti or paint splatters. There are also faint, light gray watermark icons of a camera and a speech bubble scattered across the image.