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English for Academic Purposes (EAP) – Writing



Re-cap of previous lesson

- Active vs. passive voice
- Strengthening voice
- Entering the academic conversation
- Literature reviews
- Reporting words
- Citations



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[courses](#) [articles](#) [Pre-Sessional English 2023](#)

Prepare for Success at University

Pre-Sessional English Course

Pre-Sessional English

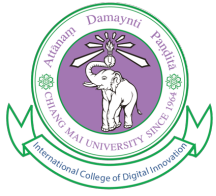
The pre-sessional English course is a short course designed to help students prepare for university. It focuses on academic help, help with English proficiency, and also dealing with starting at university.

<https://www.alps.academy/prepare-university-success/>



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7. Reviewing, editing, and improving



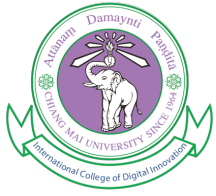
Lesson aims

- Recognize how teachers mark essays
- See the stages of reviewing
- Understand cohesion
- Focus on flow
- How to avoid plagiarism
- How to deal with criticism



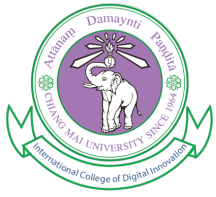
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How teachers review student essays



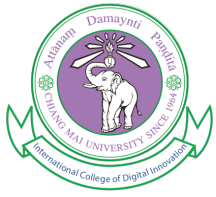
What does a good essay do?

- Aims to persuade readers of an idea based on evidence
- Answer a question or task
- Has a thesis statement (answer to the question) and an argument
- Develop the thesis via a set of closely related points by reasoning (logic, good argument) and evidence
- Include relevant examples, evidence, and information from academic texts or credible (respected) sources



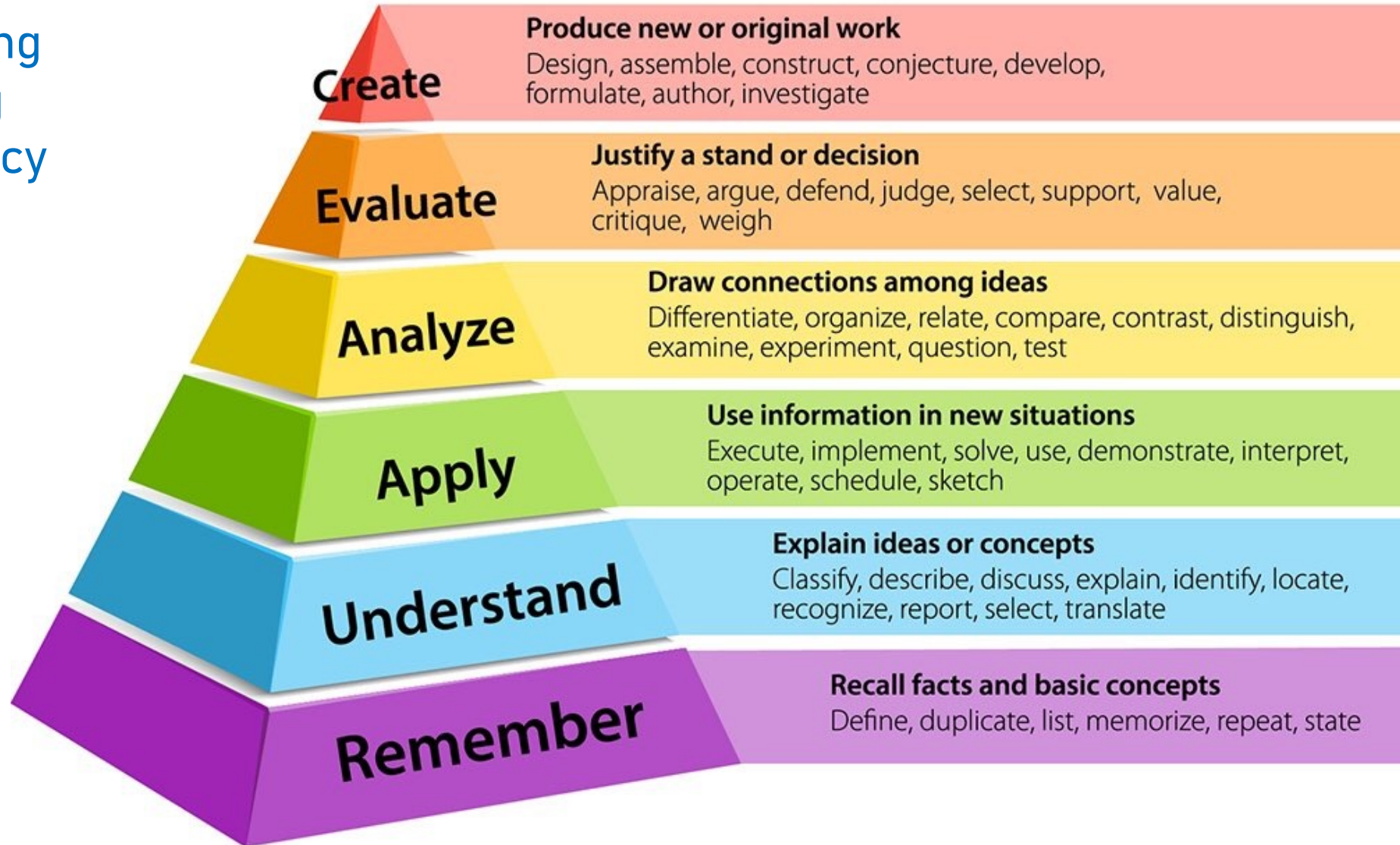
What teachers look for

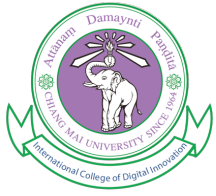
- Understanding of the question, issue
- Original, critical thought – an argument, point of view
- Organized into a logical structure that fits the analysis, argument
- Relevant examples, evidence, and information from academic texts or credible (respected) sources
- Grammar, spelling etc is important – but not as important as the above – especially critical thought



Bloom's Taxonomy

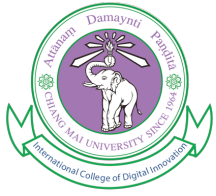
Increasing
writing
proficiency
(skill)





Thinking and writing critically

- Critical writing analyses and evaluates (judges) information, usually from many sources, to develop an argument
- A mistake many beginning writers make is to assume that everything they read is true or valid because it has been published in an academic text or journal
- But being part of the academic community means that you should question what you read, looking for reasons why it should be accepted or rejected



Thinking and writing critically

Critical thinkers also:

- Avoid snap (immediate, early) judgments
- Recognize the relevance and/or merit of alternative (different) assumptions and perspectives
- Recognize the extent and weight (amount) of evidence
- See linkages (connections) and complexities



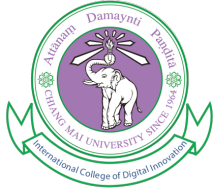
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Reviewing

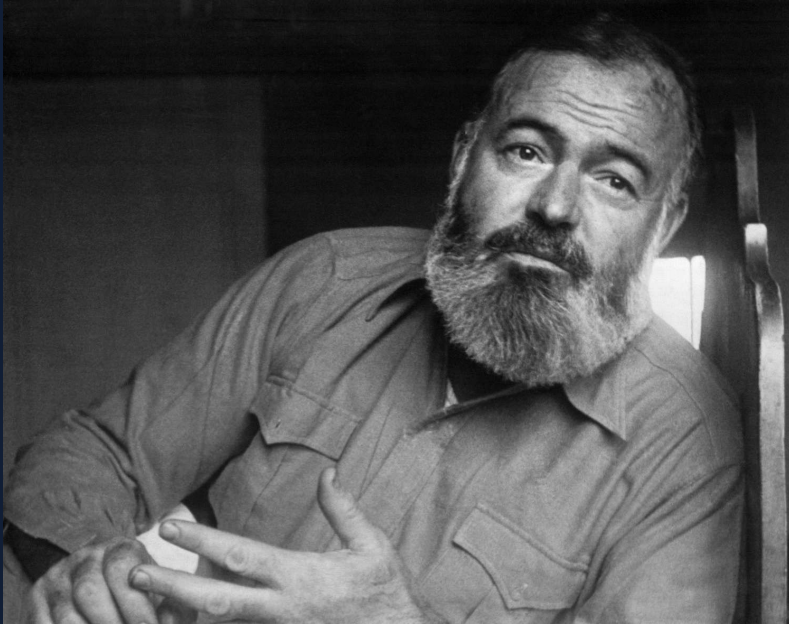


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Reviewing: How you take
your essays from good to
great

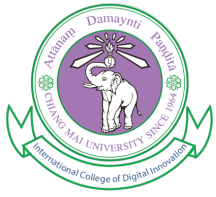


“Writing is rewriting”



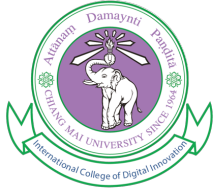
“Don’t get discouraged because there’s a lot of mechanical work to writing. There is, and you can’t get out of it. I rewrote the first part of *A Farewell to Arms* at least fifty times. You’ve got to work it over. The first draft of anything is shit.”

– Ernest Hemingway



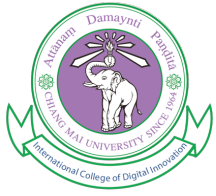
Four stages of reviewing/editing

1. Developmental – an overall view
2. Substantive – making sure sections, paragraphs and sentences flow
3. Copy (line) editing – sentence level issues (style, subject-verb agreement, confusing or wordy phrasing, missing words etc)
4. Proofreading – typos (mistakes), punctuation



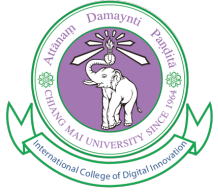
Overall questions to ask yourself

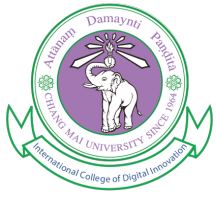
- Have I answered the question as directly and comprehensively (completely) as possible?
- Does the argument make sense? Is it well balanced (fair) and researched?
- Is the evidence relevant to and supportive of my argument?



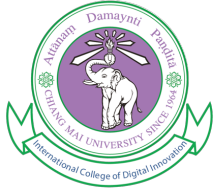
Overall questions to ask yourself

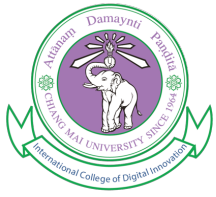
- Have I used a consistent referencing style?
- Have I referenced all my quotes and paraphrases?
- Have I kept to the set word limit?
- Is it nice to read?



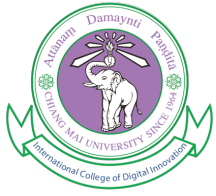


A
BIRD
IN THE
THE HAND



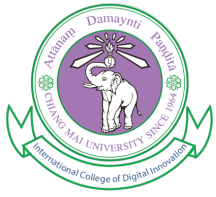


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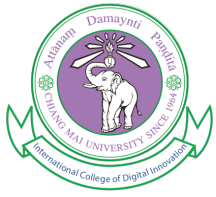
Tips

- Read your text out loud (or to someone else)
- Take a break before you proofread
- Check the common mistakes you make
- Go slowly



Exercise: Correct this text

1 Style is one of the big goals of a good writer. You create a piece of Writing that
2 accomplishes all you set out to accomplish, includes no word that stray from your
3 purpose and is logically coherent and graceful without excess, then you achieved
4 style. Notice I said, create a piece of writing. That is because writing good with style
5 rarely just happens it has to be worked at, crafted, rewritten, revised, and
6 rearranged. Your first draft are like the piece of marble that sculptors have. They
7 look it over and see how to begin, and then they start carving with large tools like a
8 hammer or chisels. As the sculpture progresses, the sculptors use more fine and
9 more fine tools removing smaller and smaller pieces of marble, until they reach the
10 final stage, when they polish the sculpture and place it on its base for display.
11 Marble sculpture are beautiful to look at, completely finished, and serve the
12 purpose of portraying a subject — a person or an object — clear and gracefully.
13 your writing should go through a similar process of close revision until the final
14 product is also beautiful to look at, completely revesed, and serves it's purpose.



Exercise: Corrected text

Style is one of the central goals of a good writer. When you create a piece of writing that accomplishes all you set out to accomplish, includes no words that stray from your purpose, and is logically coherent and graceful without excess, then you have achieved style. Notice the phrase, “create a piece of writing.” Style rarely just happens. Instead, your writing has to be worked at, crafted, rewritten, revised, and rearranged. Your first draft is like the piece of marble that sculptors select. They look it over and visualize how to begin, and then they start carving with large tools like hammers or chisels. As the sculpture progresses, the sculptors use finer and finer tools, removing smaller and smaller pieces of marble, until they reach the final stage, when they polish the sculpture and place it on its base for display. Marble sculptures are beautiful to look at, are completely finished, and serve the purpose of portraying a subject — a person or an object — clearly and beautifully. Your writing should go through a similar process of close revision until the final product is also beautiful to look at, completely revised, and serves its purpose.



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Improving readability and style



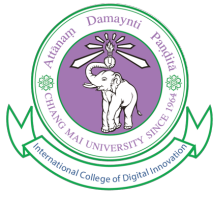
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Flow



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Flow: how easily the
reader can read the text
and focus on the meaning

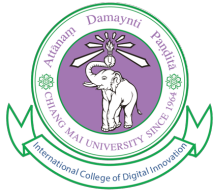


Flow

The secret of good writing is to strip every sentence to its cleanest components. So remove every:

- word that serves no function (use)
- long word that could be a short word
- adverb that carries the same meaning already in the verb (e.g. *shouted loudly*)
- passive construction that leaves the reader unsure who is doing what

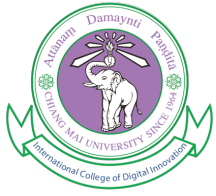
Read and re-read your work to identify those words, phrases, or sentences that trip you up – and smooth them over



Concision (making shorter)

Also remove:

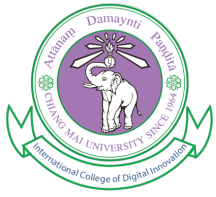
- Clichés – *better safe than sorry*
- Intensifiers (over-emphasis) – *radically, significantly*
- Nominalizations – *take action, draw conclusions*
- Verbal phrases – *to come to a conclusion*
- Implied modifiers – *difficult challenge*
- Paired synonyms (redundant pairs) – *end result*



Concision

Also remove:

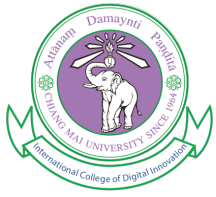
- Expletive phrases at the beginning of sentences – *There are*
- Unnecessary infinitive phrases – *to become dissatisfied*
- Passive verbs/voice
- Two sentences that can be combined into one
- Start fast, no slow ‘windups’ – *My opinion is that*



Paramedic method

Seven steps to improve readability:

1. Circle the prepositions (*of, in, about, for, onto, into*)
2. Draw a box around the 'is' verb forms
3. Ask, 'Where is the action?'
4. Change the 'action' into a simple verb
5. Move the doer into the subject
6. Eliminate unnecessary slow wind-ups
7. Eliminate redundancies (*that show, to promote*)



Paramedic method - example

Original:

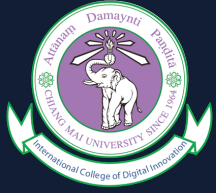
In this paragraph is a demonstration of the use of good style in the writing of a report.

Action in sentence

Revision:

This paragraph demonstrates good style in report writing.

The doer is in the subject



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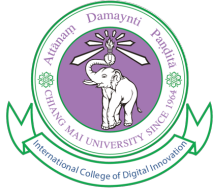
Cohesion





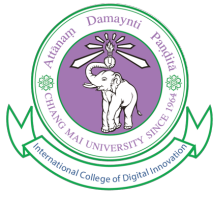
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Cohesion: the logical flow
of sentences and
paragraphs from one to
another to create meaning

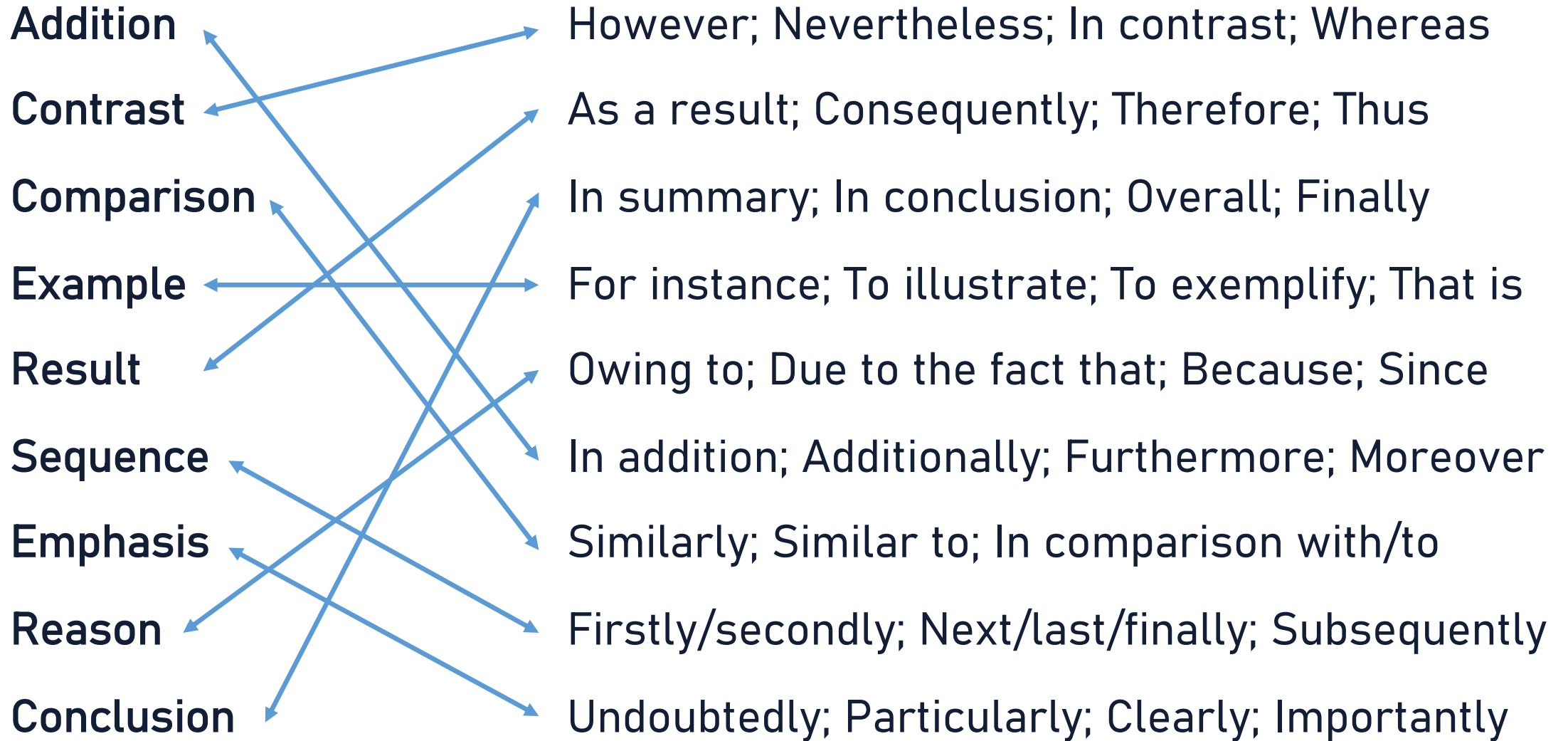


Cohesion – linking words

- Good way to improve style, and improve logical structure between sentences and paragraphs
- Created by grammar and vocabulary (lexis) to achieve clarity and flow
- Linking words include: *But, However, Nevertheless, So, Consequently, Therefore*, etc (but don't overuse!)



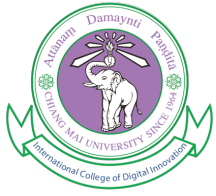
Exercise: Cohesion words





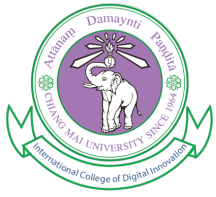
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'Hook and eye' writing



'Hook and eye' writing

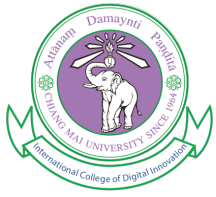
- For a paragraph to be easy to read, the information in it must flow easily from one sentence to the next
- Readers unconsciously look for 'hooks' and 'eyes' to understand how the text is connected
- Most sentences in English have two parts – a theme (topic) and a rheme (what you are saying about the theme)
- In English, the theme usually comes at the beginning of the sentence and the rheme at the end



'Hook and eye' writing

1. The rheme (what you are saying) of one sentence becomes the theme (subject) of the next sentence

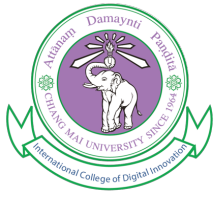
Example: The early feminist movement was greatly influenced by the work on **Mary Wollstonecraft**. **She** proposed a feminist agenda whose **aims** were to expose the exclusion of women from traditionally male spheres such as politics, economics, education and religion. **These aims** became a main focus for religious women in particular in the United States.



'Hook and eye' writing

2. The theme of one sentence is the same as the theme of the next sentence

Example: **Karl Marx** was a German philosopher. **He** was also an economist, historian, political theorist, sociologist, journalist and revolutionary socialist. **He** was born in Trier to a middle-class family and studied law and Hegelian philosophy. Due to his political publications, **Marx** became stateless and lived in exile in London, where he continued to develop his thought in collaboration with German thinker Friedrich Engels.



'Hook and eye' writing

3. A mixture of the two

Example: Darwin's *The Origin of Species* published in 1859 was hugely influential... Indeed it has often been referred to as the 'book that shook the world'. The book outlined how there could be a relatively gradual change in the characteristics of successive generations of a species... This evolution occurred as a result of competition within local interacting communities. Darwin's book helped throw the idea that there was a complete difference between humans and the animal world into turmoil as he reinforced the suggestion that humans evolved from lower beings. Prior to this it was believed in the western world, based on biblical works, that humans were created superior to other beings.



Connecting key ideas

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al. (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yogurt company called Yeo valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.



Connecting key ideas

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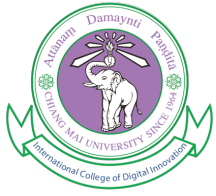
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Plagiarism





Plagiarism: (accidentally or not) taking someone else's work or ideas and pretending they are yours



Plagiarism

There is another important advantage to thorough editing and rewriting:

- The more you review, edit, and re-write, the less likely you are to accidentally plagiarise something



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Do all the things we've
discussed in these lessons
so far and plagiarism
shouldn't be a problem



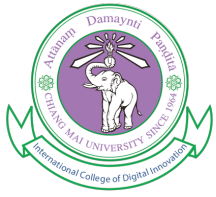
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Referencing



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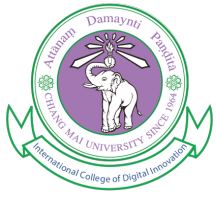
Referencing:
acknowledging the
sources you have used in
your writing



What do you need to reference?

You should credit (reference):

- Unique ideas in any medium including, books, newspapers, songs, websites, TV programs, movies, letters, advertisements
- Information from interviews
- When you copy exact words or unique phrases
- When you use someone else's visual aids including diagrams, charts, illustrations, and pictures
- When you reuse digital media including audio and videos



What do you need to reference?

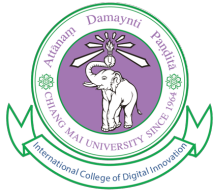
You do not need to credit:

- Your own lived experiences
- Your own results from labs or experiments
- Your own artwork and media such as images, video, and audio
- 'Common knowledge' such as folklore, common sense observations, myths, urban legends, and historical events
- Generally accepted facts
- A work or author mentioned in passing (briefly)
- An epigraph (a short quotation or saying at the beginning of a book or chapter, intended to suggest its theme)



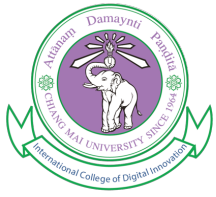
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Writer's checklist



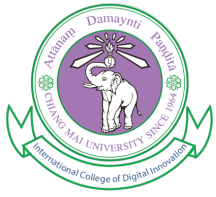
Writer's checklist

- The introduction holds the reader's attention.
- The main idea is expressed clearly and early on in the piece.
- Each paragraph discusses only one main idea.
- Each paragraph relates to and supports the main idea.
- The main idea is well-supported throughout the piece.
- The conclusion effectively wraps up the piece of writing.



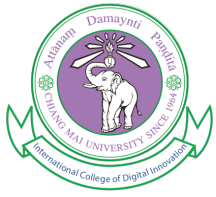
Writer's checklist

- The piece follows a logical order – chronological, spatial, comparison, or contrast, or another appropriate order.
- Transitions are effectively used within sentences and between paragraphs so the piece of writing flows well.
- The paragraphs are not too short or too long.
- The language and tone are appropriate for the audience.
- The tone is consistent throughout the piece.



Writer's checklist

- The sentences vary in structure and length.
- Wordiness and redundancy have been eliminated.
- Active verbs are used whenever possible.
- Subjects and verbs agree (are correct).
- Pronouns and nouns agree.
- Capitalization and punctuation are correct.



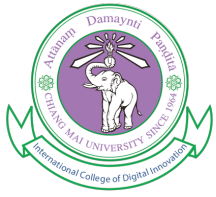
Writer's checklist

- Spelling, especially of key words, has been double-checked.
- Clichés have been eliminated.
- The title is interesting and relevant.
- If handwritten, the piece is error-free and neatly written in blue or black ink. If typed, it is in a standard, black, 12-point font with standard margins.



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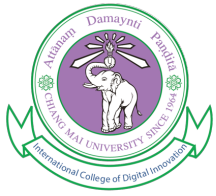
Dealing with criticism



Feedback

If you don't get any feedback on your essays, ask for some:

- What was good?
- What could have been improved?
- What could you have done differently?
- What would have got you the best marks?



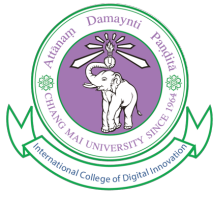
Kübler-Ross Grief Cycle



Information and
Communication

Emotional
Support

Guidance and
Direction

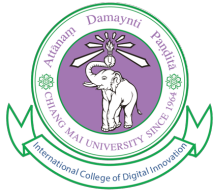


Dealing with criticism

CURE:

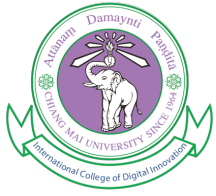
- Collect yourself – don't take it personally
- Understand – ask questions
- Recover – go away and reflect
- Engage – examine what you've been told

Joseph Grenny, 'How to Be Resilient in the Face of Harsh Criticism',
Harvard Business Review, June 17, 2019



Next classes

- This afternoon – Presentation skills (930 092 0330)
- Tuesday – English with Dr Seamus (Level 1: 9 am, Level 2: 1 pm)
- Wednesday – No classes (Thai holiday)
- Thursday and Friday (10.30 am) – Writing practice and support
- Thursday and Friday (1 pm) – Presentation skills



Writing practice (Thu and Fri)

- Think about a subject you are interested in that you can write about
- It can be (almost) anything – a subject related to ICDI, another university subject, or a leisure interest...
- Just make sure you are interested in it and know something about it!



Conclusion

Re-cap:

- What teachers look for in essays
- Reviewing
- Cohesion
- Flow
- Concision
- Hook and eye writing
- Plagiarism
- Dealing with criticism