

# INTRODUCTION TO ACADEMIC WRITING

- Department for Key Skills and University Didactics  
Division for Student Affairs and Teaching





# OVERVIEW

- 1 Understand what “writing” is: **writing as a process**
- 2 **Academic work -** academic writing
- 3 Drafting a project outline using the **five paragraph method**
- 4 **Structure of** an academic paper
- 5 Structuring material: **what comes where**
- 6 **Reading strategies** for academic primary source texts
- 7 **Academic language:** writing for the reader
- 8 **Re-working** revision through peer review

# BENEFITS AND LIMITATIONS OF THIS COURSE

You should apply the concepts discussed in this course as directly as possible to the writing in your thesis.

## **Session leader:**

- ▶ Give input, introduce the tasks, lead discussions

## **Participants:**

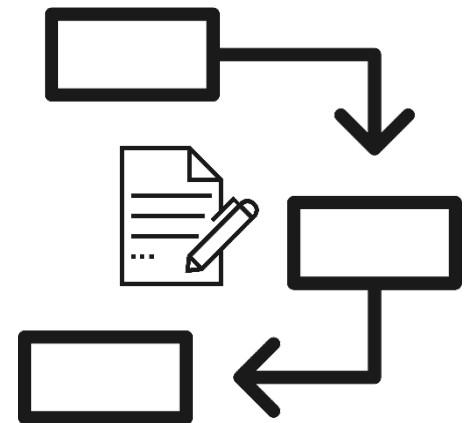
- ▶ Select a topic to work with for the duration of the workshop (*let's pretend that...*)



At English-speaking universities, writing workshops run for the entire year - we have 12 hours!

- ➡ Homework and additional, self-directed practice

# THE PROCESS MODEL OF WRITING



# WHAT HAPPENS WHEN WE “WRITE”?



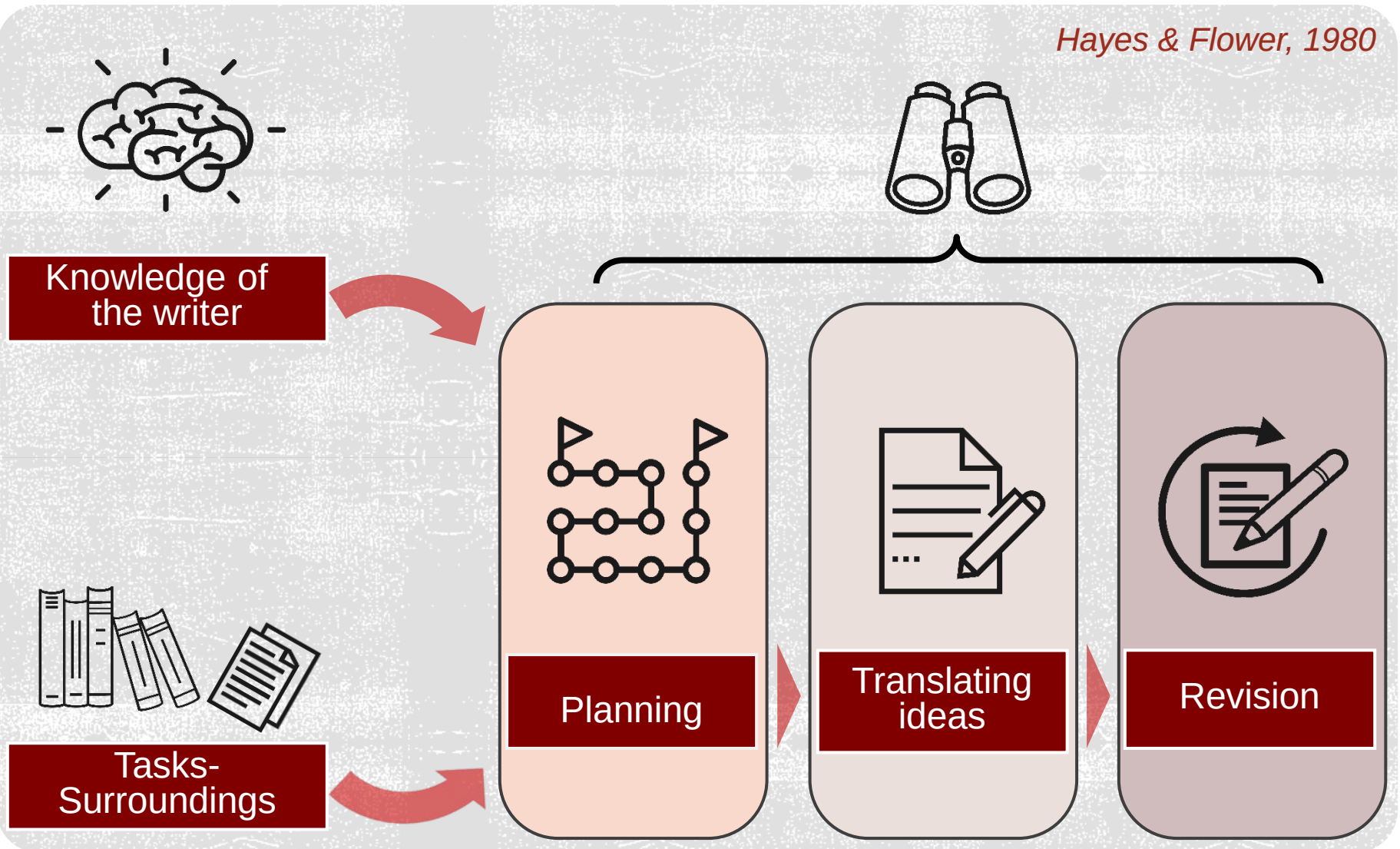
“When you start writing—and I think it’s true for a lot of beginning writers—you’re scared to death that if you don’t get that sentence right that minute it’s never going to show up again. And it isn’t. But it doesn’t matter—another one will, and it’ll probably be better.”

Toni Morrison, *The Sight of Memory*

- What happens when we write?
- Process Model of Writing - Hayes & Flower (1980)
- Learn to write fluently by thinking of a writing as a process with distinct stages.

# PROCESS MODEL OF WRITING

*Hayes & Flower, 1980*



# TIME FOR YOUR THOUGHTS



## REFLECTION

Reflect on your experiences of writing:

- What do you find easy?
- What do you find more difficult?

# THE STAGES OF ACADEMIC WRITING



|                                                       |                                                                                                                                                                                       |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing contract<br/>(with supervisor)</b>         | <ul style="list-style-type: none"><li>➔ Determine the requirements (content, style)</li><li>➔ What kind of support can you expect from your supervisor?</li></ul>                     |
| <b>Planning</b>                                       | <ul style="list-style-type: none"><li>➔ Develop clear, precise questions</li><li>➔ Plan the content and your schedule</li></ul>                                                       |
| <b>Development:<br/>research, data<br/>collection</b> | <ul style="list-style-type: none"><li>➔ Literature search and selection</li><li>➔ Read, take excerpts, evaluate</li><li>➔ Documentation and interpretation of the data</li></ul>      |
| <b>Organisation of<br/>the material</b>               | <ul style="list-style-type: none"><li>➔ Map out a logical sequence for the argument (storyboard)</li></ul>                                                                            |
| <b>Translate your<br/>ideas:<br/>write a draft</b>    | <ul style="list-style-type: none"><li>➔ Translate the ideas from your planned structure into full written text</li><li>➔ Don't get hung up on style, grammar or spelling!</li></ul>   |
| <b>Re-work / edit<br/>the draft</b>                   | <ul style="list-style-type: none"><li>➔ Content - is anything missing?</li><li>➔ Language - spelling, grammar, style</li><li>➔ Formalities - footnotes, citations, graphics</li></ul> |

# CONCLUSION

Differentiate between the different phases of the writing process:

If you get “stuck”, ask yourself which phase of the writing process you’re in.

- Is the structure of the paper clear, or do you need to spend more time planning this?
- Have you collected the relevant data and analysed it?
- Do you need to review the text (language, grammar, spelling)?

**Get writing early - don't put it off!**

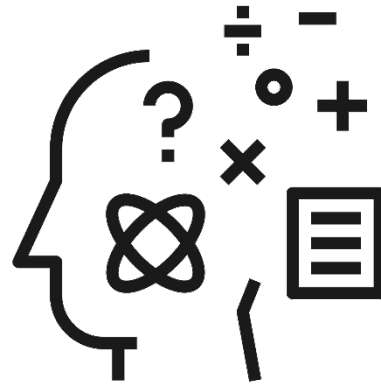


# INTRODUCTION TO ACADEMIC WRITING FOR THE HUMANITIES AND SOCIAL SCIENCES



heiSKILLS Competence and Language Center, Department for  
Teaching and Learning

# SCIENTIFIC WORK – ACADEMIC WRITING



# SPECIFIC LEARNING OBJECTIVES OF THIS CHAPTER

▪ After this chapter, ...



- you will be able to describe the function writing serves in the production of knowledge



- you will be able to deduce writing strategies and conventions from this function of writing as cooperation and communication between academics and researchers



- ...these strategies will include, for example, simplicity, clarity, and credibility

# RECOMMENDATIONS FOR SCIENTIFIC WORK FROM THE GERMAN RESEARCH FOUNDATION (DFG)



■ Recommendations from the DFG  
("Self-Regulation in Academia", 2013)



■ Documentation of results & secure storage of primary data



■ Systematic self-critique



■ Honesty regarding the significance of third-party contributions to your own work



■ Publication of research results and clear indication of all conditions necessary for reproducing the results



# BASIC GUIDELINES

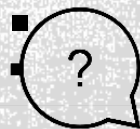
■1



## Text Type

e.g. a seminar paper; a research article intended for publication

■2



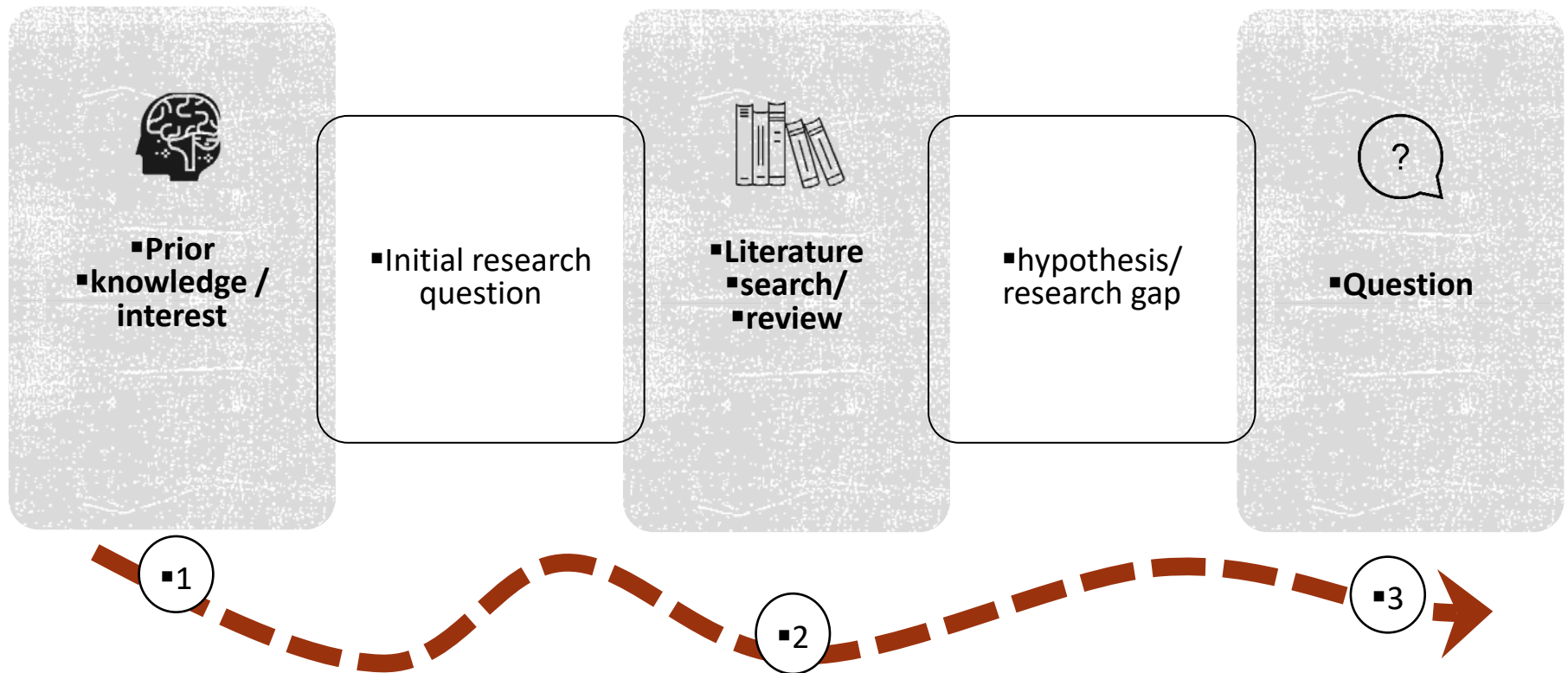
## Central Question

Articulates the overall epistemological interest

**Important: Coordination with instructor, feasibility**

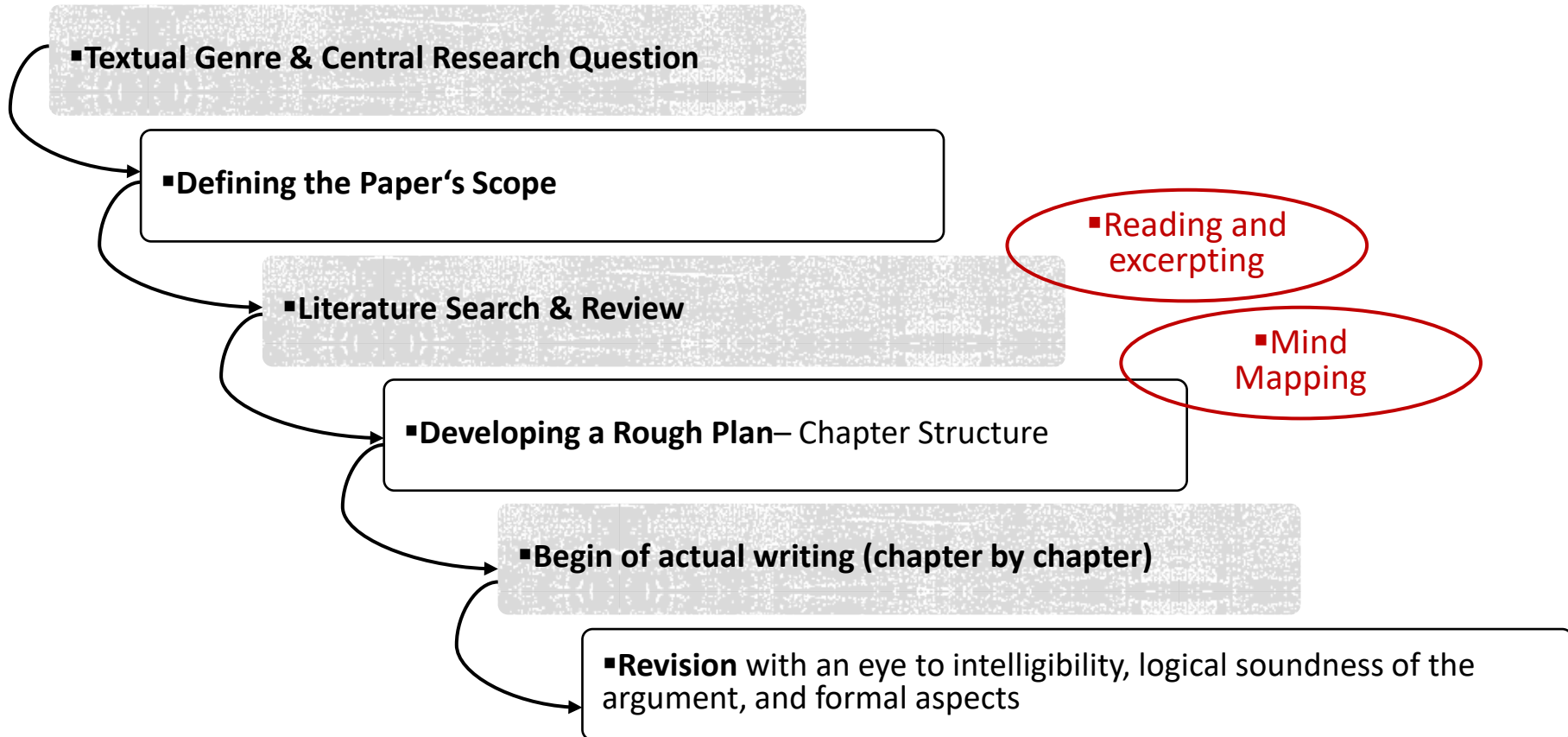


# FROM TOPIC TO RESEARCH QUESTION

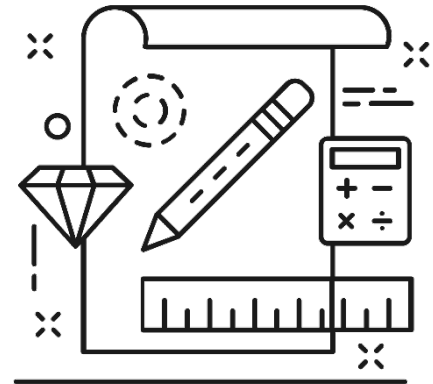




# PLANNING AND ORGANIZING AN ACADEMIC PAPER



# DRAFTING A PROJECT OUTLINE FOR YOUR SEMINAR PAPER OR THESIS





# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ■ Step 1

■ Explain to a friend, your grandma/grandpa, ... what it is you want to write about in your paper.

■ *I'm looking into...*

■ **2.1: 7 minutes**



# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ■ Step 2a

■ Re-formulate the description you just gave of your paper into a single sentence, beginning with the words:

■ *What I actually wanted to say is...*

■ **2.2: 5 minutes**



# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ▪Step 2b

- Turn this declarative sentence into a question.
  - Re-formulate this question multiple times to provide you
  - with at least 3 variants.
- 2.3: 7 minutes



# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ▪Step 2b

- **Think about your questions:**
- Which of the questions seems most interesting to you?
- Would it be “verifiable” and “workable”?
- Choose wisely: this is the question you will work with
- for the rest of this exercise and for the remainder of this
- course



# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ■ Step 3

### ■ Briefly describe:

- Who has already tried to answer this question, or related ones?
- What do you know about the “answers” they supplied?

■ **2.4: 10 minutes**



# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ■ Step 4

- What would you need to do to be able to answer your question?
- *What material/literature would you need?*
- *What methods could be applied?*
- *What data would you need to collect or review?*
- *What sources would you need access to?*

■ **2.5: 10 minutes**



# THE FIVE PARAGRAPH METHOD

KARL HENRYK FLYUM

## ■ Step 5

- Why would it be good to find an answer to the question you have posed?
  - *What do you hope to achieve by answering it?*
  - *What kind of result do you expect?*
  - **Who** *would find the answer to this question helpful and why?*

■ **2.6: 5 minutes**



# TIME FOR YOUR THOUGHTS

## ■ REFLECTION

### ■ Evaluation of the task:

- What is the purpose of such a task?
- What did you notice during the writing process?
- Note down your thoughts in keywords or bullet points

### ■ Time: 3 minutes



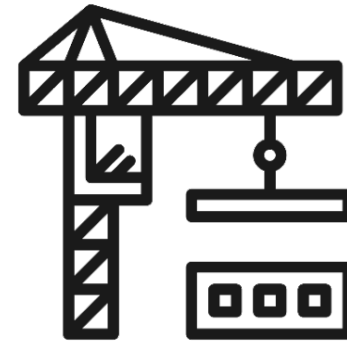
# TIME FOR YOUR THOUGHTS

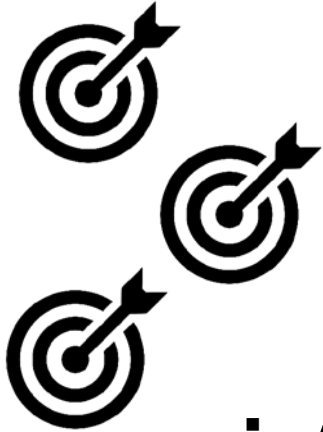
## ■ TASK

Combine the excerpts from the Five Paragraph Method into an initial project outline and bring this with you to the next session!

- Evaluate your drafted text:
  - What were you satisfied with?
  - What is still missing from your ideas?
  - What else do you need to do / read...
    - ...to find out what?

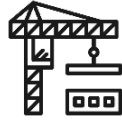
# ACADEMIC PAPER STRUCTURE





## **SPECIFIC LEARNING OBJECTIVES OF THIS CHAPTER**

- After this chapter, you will be able to...
- Identify and name the main parts of an academic paper
- describe the functions of the individual parts of an academic text
- apply different ways of organizing and structuring a text to your own writing



# STRUCTURE OF AN ACADEMIC PAPER

What you need to ask yourself:

- What is my paper about?
- Why is it important to answer this question?
- What central texts are there on this topic?
- How do I want to answer my question?

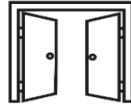
▪ **Introduction**

- What did I discover?
- How did I do that?

▪ **Main Body**

- What are the most important **findings** of my paper?
- How do my results answer my research question?
- What do my results mean, what is their **significance**, and how do they fit in with existing research?

▪ **Conclusion**



# FUNCTION OF AN INTRODUCTION



▪Reader

- What topic does the paper deal with?
- Which specific question related to this topic does the paper seek to answer?
- Who has already dealt with this topic before?
- How does this study fit into the current academic discourse?
- What is the goal of the paper und how is this goal to be achieved?
- Why is the answer the paper provides important?

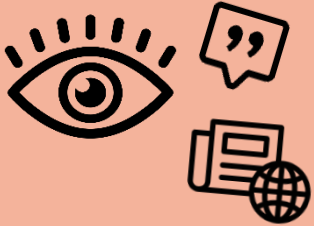


▪Supervisor

- Has it been documented convincingly and clearly how the author arrived at their research question?
- Is the research question explicitly formulated?
- Has the relevant literature been included?



# FUNCTION OF AN INTRODUCTION



▪ **Appealing idea**

▪ **Discourse/context of the paper**



▪ **References**

▪ **WHAT?** Research Question



▪ **WHY?** Objective



▪ **HOW?** Methods/Materials



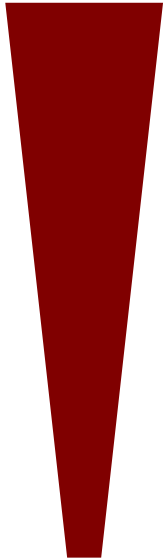
▪ **Guiding thesis**



# THE 5 STAGES OF AN INTRODUCTION (WEISSBERG & BUKER, 1990)



■ General



■ Specific

Setting the Stage:  
General Background (Discourse/ Context)



Reviewing the Literature:  
Introduction to Specific Subject Area



Identifying the Need for Investigation:  
The Research Gap



Statement of Purpose:  
Objectives & Aim of the Paper



Justification and Value:  
Paper's Contribution to the Field



■ References



# TIME FOR YOUR THOUGHTS

## ■ TASK

- Analyse the introduction of this article (pp. 634-645).
- Identify the main elements in the introduction (not necessarily in the order noted above!).
- Underline the main sentences and signal words navigating you through the main sections.
- Please pause the video!



# REFERENCES IN THE INTRODUCTION

## Why?

- Demonstrate that you've taken existing scholarship into consideration!
- Prove the significance and relevance of your investigation!

## How?

- **A) Prominent information: information-prominent citation**
  - Focus of the sentence is on the information
- **B) Prominent author: author-prominent citation**
  - Focus of the sentence is on the author of the information
- **C) “Weak” author: weak-author citation**
  - Idea from author(s) in first sentence - name of author(s) in the following



# REFERENCES IN THE INTRODUCTION

## A) Information-prominent citation

▪ About half of the earth's surface is covered by international watershed areas and about 40 percent of the world's population lives in them.<sup>1</sup>

▪

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▪<sup>1</sup> Fröhlich, 2014.

▪ ► **Most common form of referencing**



# REFERENCES IN THE INTRODUCTION

## B) Author-prominent citation

### ■ Important representative of a theory or field of research

■ Detlef Müller-Mahn talks about the political instrumentalization of water and sees a clear connection between the distribution of water and power in the Middle East.<sup>1</sup>

■

■<sup>1</sup> Müller-Mahn, 2013.

### ■ Competing statements, predictions, further developments

■ Thomas Homer-Dixon<sup>1</sup> and Günther Bächler<sup>2</sup> criticized Robert Kaplan's<sup>3</sup> nation-state interpretation of the "expanded concept of security" and argued that the reduced treatment of environmental problems at the nation-state level falls short of the mark.

■

■<sup>1</sup> Homer-Dixon, 1994.

■<sup>2</sup> Bächler, 1999.

■<sup>3</sup> Kaplan, 1994.



## REFERENCES IN THE INTRODUCTION

### C) Weak author citation

▪ However, the neo-Malthusian logic behind the claim that the next war in the 21st century will be fought over water has proven to be untenable in international water conflict research over the past 30 years.<sup>1</sup>

▪ \_\_\_\_\_

▪<sup>1</sup> See Gleditsch, 2014; Brzoska, 2014; Fröhlich, 2014; Bastian, et al. 2008.



# MAIN BODY: THE CORE OF YOUR PAPER

- Relevance for the chosen question recognizable

- Individual chapters and paragraphs argumentatively linked



# MAIN BODY: THE CORE OF YOUR PAPER

▪Relevance for the chosen question recognizable

▪Individual chapters and paragraphs argumentatively linked

▪**Argumentative structure of paragraphs:**

1. Presentation of the argument
2. Execution of the argument
3. Illustration of the argument

▪Mind-Map



# MAIN BODY: THE CORE OF YOUR PAPER

▪ Ernesto Laclau's concept of discourse, which concerns the understanding of political processes, can also be applied in the context of general epistemological considerations.

▪ Argument/Thesis

▪ His analysis of populism, based on the philosophy of language, shows how the idea of names as temporary stepping stones of fluid and dynamic chains of equivalence that generate meaning can be further developed for a general epistemology: linguistically, meaning arises where positive and negative equivalence chains of names coincide.

▪ Execution of the Argument

▪ Laclau plays this out using the example of the term "people" (Laclau 2005). Michael Bergunder convincingly demonstrates the cultural-epistemological potential of the approach for the concept of religion with reference to further philosophical considerations by Michel Foucault, Judith Butler, Slavoj Žižek, and Jacques Derrida (Bergunder 2011).

▪ Illustration of the Argument



# MAIN BODY: THE CORE OF YOUR PAPER

▪Relevance for the chosen question recognizable

▪Individual chapters and paragraphs argumentatively linked

▪**Argumentative structure of paragraphs:**

1. Presentation of the argument
2. Execution of the argument
3. Illustration of the argument

▪Mind-Map

▪Introduce and explain technical terms or theoretical concepts in the main section at the latest!

# A CLOSER LOOK AT THE MAIN SECTION

■ Various structuring schemes are possible and, depending on the topic, useful for presenting content in the best possible way.

■ Proposal according to Esselborn-Krumbiegel (2010)

- Chronological structure
- Systematic structure
- Deductive outline
- Inductive outline
- Cause - Effect Structure
- Relations structure
- ...

- 
- Determined by hypotheses and evidence
  - Causal relationships
  - Comparative work

# EXAMPLE: CHRONOLOGICAL STRUCTURE

1. Introduction
2. The Changing *Pietà* Motif: Art and Gender-Historical Interpretations of the Role of Mary
  1. Precursors of the *Pietà* Portraits in the Early and High Middle Ages
  2. Origins of the *Pietà* Depictions in the 14th Century
  3. The *Pietà* Motif in the Renaissance
    1. Michelangelo's Masterpiece: The *Pietà* Sculpture from 1498-99
    2. Luis de Morales: Classical Paintings of the 16th Century
  4. Modern and Contemporary Interpretations
  5. The *Pietà* and Contemporary Art
3. Conclusion



# EXAMPLE: SYSTEMATIC STRUCTURE

|                     |                                                                           |
|---------------------|---------------------------------------------------------------------------|
| <b>Introduction</b> | What influence does the quality of democracy have on climate performance? |
| <b>Factor 1</b>     | Transparency of political decision-making                                 |
| <b>Factor 2</b>     | Inclusion of different interest groups                                    |
| <b>Factor 3</b>     | Participation of the population                                           |
| <b>Factor 4</b>     | Legitimization in public discourse                                        |
| <b>Conclusion</b>   |                                                                           |

# EXAMPLE: DEDUCTIVE/INDUCTIVE STRUCTURE

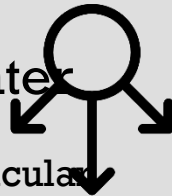
- Hypotheses and evidence determine the paper structure
- Decision for the respective structure is based on the research matter

## ▪Deductive:

- Hypothesis as starting point
- Proven via supporting evidence

▪ **Hypothesis** takes center stage

→ Conclusions deserve particular interest

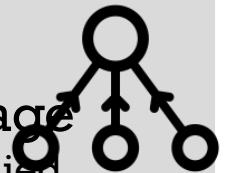


## ▪Inductive:

- Presents data first (supporting evidence)
- Derives conclusions and thesis from the data

▪ **Material** takes center stage

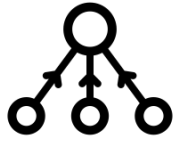
→ Common with largely unstudied topics: the appeal lies in the uncovering & interpretation of new material





# EXAMPLE: DEDUCTIVE OUTLINE

|                                                              |                                                                    |
|--------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Introduction</b>                                          | What are the opportunities and risks of senior sports?             |
| <b>Hypothesis 1</b>                                          | I. Opportunities                                                   |
| <b>Argument - Evidence 1</b>                                 | 1. Physical fitness<br>1.1 Cardiovascular system<br>1.2 Metabolism |
| <b>Argument - Evidence 2</b>                                 | 2. Mental fitness<br>2.1 Independence<br>2.2 Memory                |
| <b>Argument - Evidence 3</b>                                 | 3. ...<br>3.1 ...<br>3.2 ...                                       |
| <b>Hypothesis 2</b>                                          | II. Risks                                                          |
| <b>Argument - Evidence 1</b><br><b>Argument - Evidence 2</b> | etc.                                                               |
| <b>Conclusion</b>                                            |                                                                    |



# EXAMPLE: INDUCTIVE OUTLINE

|                              |                                                                         |
|------------------------------|-------------------------------------------------------------------------|
| <b>Introduction</b>          | What forms of risk-taking behavior exist in the various areas of sport? |
| <b>Argument – Evidence 1</b> | I. 1 Risk behavior in popular sports                                    |
| <b>Argument - Evidence 2</b> | 2. Risk behavior on vacation                                            |
| <b>Argument - Evidence 3</b> | 3. Risk behavior in competitions                                        |
| ► <b>Hypothesis 1</b>        | Risk-taking behavior is increasing in all areas of sports               |
| <b>Argument - Evidence 1</b> | II. 1 Risk behavior in men and women                                    |
| <b>Argument - Evidence 2</b> | 2. Risk behavior in the age group 20 - 30                               |
| <b>Argument - Evidence 3</b> | 3. Risk behavior in the age group 30 – 40                               |
| ► <b>Hypothesis 2</b>        | The development of risk behavior is similar in different age groups     |



# CAUSE & EFFECT STRUCTURE

- Causal relationships are examined...

## Causes - Effects/Consequences:

- Starts with causes
- Describes various consequences/effects

### Initial Situation: Cause

Repercussions of the failed Indian revolt of 1857/58

### Consequence / Effect

- ➡ 1 British India becomes a crown colony
- ➡ 2 Introduction of a repressive legal system
- ➡ 3 Emergence of pan-Indian nationalism

## Consequences/Effects - Causes:

- Starts with effect / phenomenon
- Posits causes for perceived effects

### Initial Situation: Effect/ Result

The failure of the Indian revolt of 1857/58

### Causes

- ➡ 1 Military and technical superiority of the British
- ➡ 2 Heterogeneous interests among insurgents
- ➡ 3 Collaboration of the Indian population



# RELATIONS STRUCTURE

▪ Can be used for comparative tasks (correlating sources, comparative evaluation of findings)

## Block structure:

Comparison via **objects**:

“Metaphor and Metonymy in Horace and Goethe”

- Object 1: Horace

- Aspect 1
- Aspect 2
- Aspect 3

- Object 2: Goethe

- Aspect 1
- Aspect 2
- Aspect 3

Comparison of the results

## Alternating structure:

➔ Comparison via **criteria**:

➔ “Sex Education in the Education Systems of Sweden, Germany, and the USA”

- Criterion 1: Sex education in elementary school

- Object 1: Sweden
- Object 2: Germany
- Object 3: USA

- Summary

- Criterion 2: Sex education in secondary school

- Object 1: Sweden
- Object 2: Germany
- Object 3: USA

- Summary

Summary, conclusion



# TIME FOR YOUR OWN THOUGHTS

## ■ TASK

- We have discussed various structuring schemes.
  - What structure are you planning to use in your paper?
  - Which aspects have you already planned?
  - How are these structured argumentatively?
  - Would there be other options (be creative; where do you see advantages and disadvantages)?
- Use your mind map to help you and draft an outline for your paper in about 30 minutes.



# FUNCTION OF THE CONCLUSION

- Answers the question(s) raised in the introduction
- Summarizes the most important results of the main part
- Highlights the significance of the paper's results

## ▪**Supplementary:**

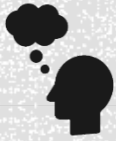
- Reference to unresolved aspects
- Placing results in a larger context
- Depending on the topic, possibility of taking a personal stand



# TIME FOR YOUR THOUGHTS

## ■ TASK

- Spend five minutes writing about this topic: “What can I use for my own writing from the information presented so far?”
  - write without breaks
  - in complete sentences
  - in private and without filter - no one else will read it!
  - don't think about the structure or potential errors
- If you find yourself stuck, simply continue doodling on the paper until another thought occurs to you



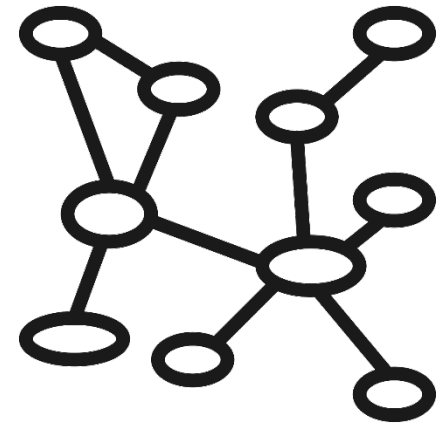
## EVALUATION OF THE TASK

### ■ How can a writing exercise like this help you?

- ▶ Whilst you write, new ideas will occur to you → writing as a **generator of thoughts and ideas**
- ▶ When you're set a writing assignment, begin with the easiest passages. In time, your writing will become more fluent
- ▶ By not thinking about the structure or the reader, you remove the need to evaluate or assess your writing
- ▶ You'll discover "hidden" obstacles when you begin to articulate your ideas - and will be able to explicitly address these

# WHAT GOES WHERE IN AN INTRODUCTION?

# THE MIND MAP AS A STRUCTURING AID



# SPECIFIC LEARNING OBJECTIVES OF THIS CHAPTER



▪ After this chapter, ...

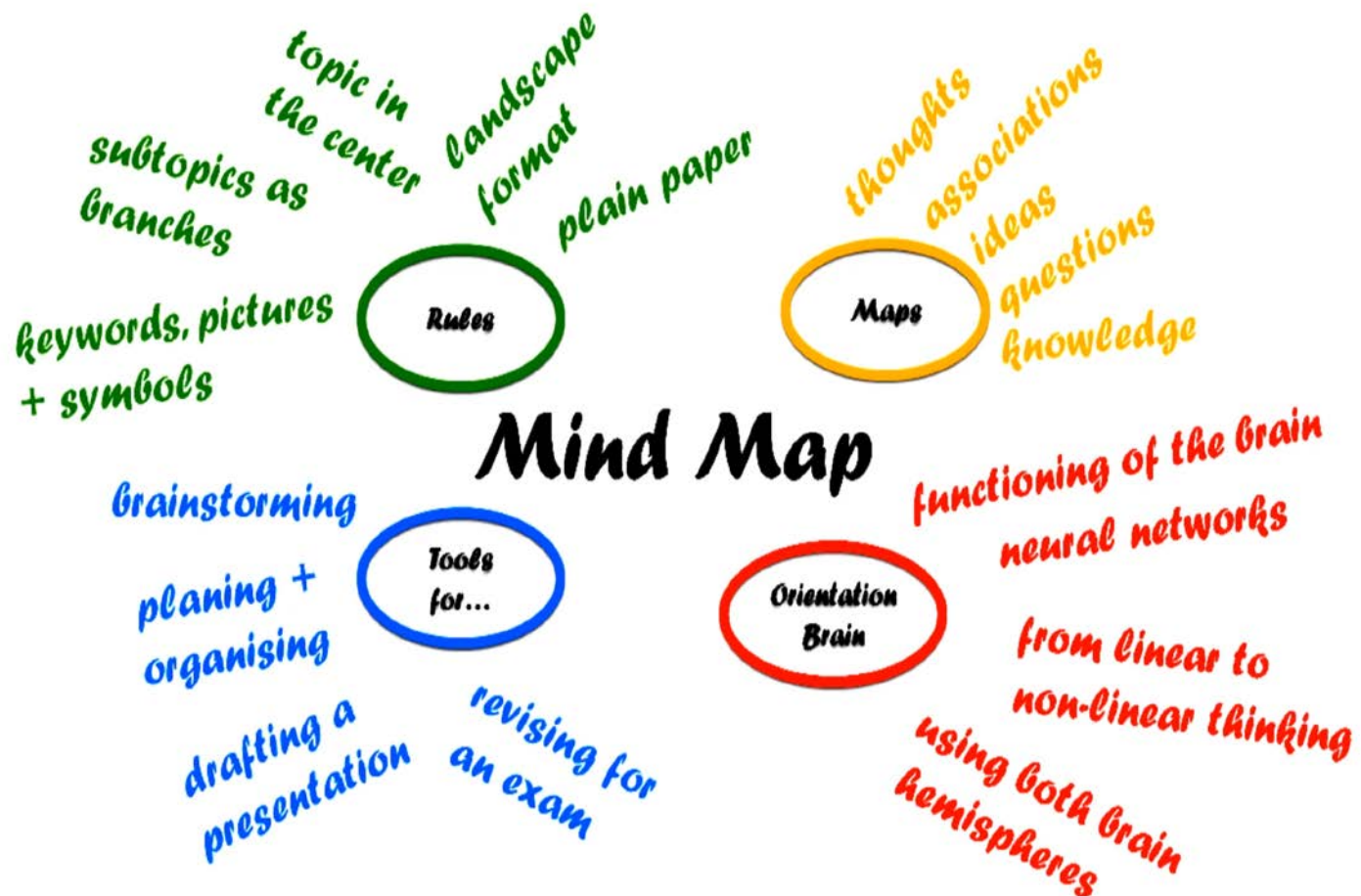


▪ you will be able to organize your material efficiently and purposefully so that the intended argument of your paper is clear



▪ you will be able to use writing prompts for developing a textual frame for your introduction or discussion section of your paper

# WRITING TOOL: MIND MAP



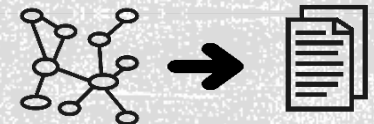
# UTILIZING PROMPTS FOR YOUR WRITING

# UTILIZING PROMPTS FOR YOUR WRITING

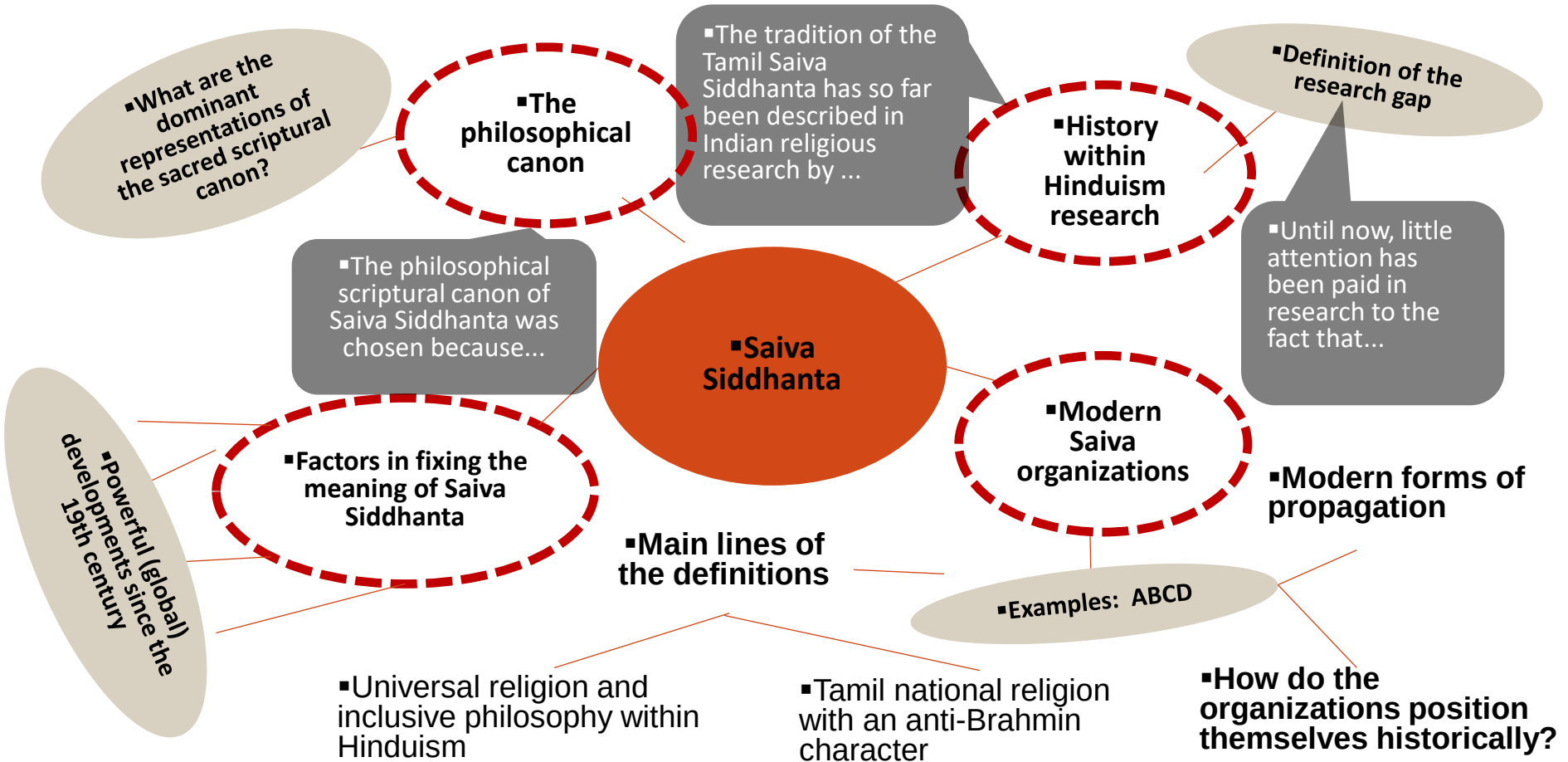
- Beginnings of sentences, or prompts, provide **concrete instructions** for your writing (whereas headlines merely **summarize** the content of a text passage)
- Facilitate productive writing sessions by using prompts

## ■ Example Prompts for an Abstract

- It is known that ...
- The question arises ...
- To investigate this issue, ...
- This paper aims to...
- The material I worked on was ...
- The analysis was conducted by...
- It turned out that...
- Furthermore, it emerged that...
- Therefore, it can be concluded that...



# ▪The modern genealogy of the Tamil Saiva Siddhanta





# TIME FOR YOUR OWN THOUGHTS

## .TASK

- Create a mind map for the introduction of your project outline
- On the basis of the mind map, develop writing prompts for a first structural draft of your introduction
- Reflect: How did you manage? What was helpful, what was not?

# STRATEGIES FOR READING ACADEMIC TEXTS



## SPECIFIC LEARNING OBJECTIVES OF THIS CHAPTER



- After this chapter, you will be able to...
- Describe and distinguish different types of reading
- Describe and apply different reading methods to the academic texts you read
- Extract relevant information from academic texts efficiently

# BASIC ASPECTS OF READING ACADEMIC TEXTS

## Preparation



- Author and medium
- Text type
- Overview of basic content and main claims

## Activity



- Goal and rationale for reading
- Active question
- Benefit or advantage gained from reading
- Concrete methods



# TIME FOR YOUR OWN THOUGHTS

## TASK

Select a sample text you have found that is potentially relevant for your current topic, but that you have not yet read.

Ask yourself the following questions & take notes on the following questions (approx. 10min):

- What do I know about the authors / about the circumstances or the medium of publication?
- Who is the intended audience?
- What genre is the text?
- What is the text roughly about?
  
- Why are you reading this text, i.e. what is your goal?
- What specific questions are you trying to answer for yourself by reading the text?
- What do you hope to gain from the text for your own paper?



# TIME FOR YOUR OWN THOUGHTS

## REFLECTION

- How do you usually cope with reading academic texts?
- Easily or with difficulty? ...Sufficiently?
- How do you usually go about reading texts?

# FOUR STRATEGIES FOR READING ACADEMIC TEXTS

## 1. Cursory / Orienting Reading

- “Skimming”
- Goal: Gain first impression & overview
- Abstract, table of contents, title(s) and chapter headings, index, etc.



## 2. Selective Reading

- “Scanning”
- Goal: Looking for specific information
- Only relevant chapters / sections



## 3. Reading for Comprehension

- For texts of medium complexity, overviews
- Goal: Capture main argument(s) & points
- utilize paragraph structure



## 4. Reading for Detail (Intensive Reading)

- Only for central / complex texts
- Goal: In-depth understanding, application & implementation as a goal
- Using specific reading methods



# METHODS FOR (ACTIVE) READING

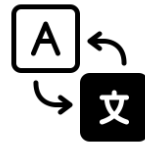
Translating reading

Highlights & marginal notes

Excerpting

Socratic reading





# TRANSLATING READING

| Technical term                 | Your translation                                                                                                                  | Short definition from standard reference work                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Doctrine of transubstantiation | Doctrine of the transformation of bread and wine into the actual body and blood of Christ (especially in Roman Catholic theology) | "The doctrine of t., which endeavors to make the mystery of Christ's true presence in the Lord's Supper comprehensible by adopting Aristotelian terminology, states that the substances bread and wine are annihilated during the consecration of the elements by the priest and are transformed into the substances body and blood of Christ while preserving the accidentals (appearance, taste)." (RGG <sup>4</sup> ) |
| ...                            | ...                                                                                                                               | ...                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ...                            | ...                                                                                                                               | ...                                                                                                                                                                                                                                                                                                                                                                                                                      |



# HIGHLIGHTS AND MARGINAL NOTES



- Distinguish the important from the unimportant!
- Skim the text first if necessary
- Marginal notes: Add keywords to paragraphs



# EXCERPTING

| Page                                                                                                                                                                                                                                                                                                              | Paraphrase or quotation                                                                                                                                                                                                      | Comment if applicable                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 10                                                                                                                                                                                                                                                                                                                | "From this perspective, the 'job' of the parents is to provide structure, to create a positive atmosphere and, within this framework, to give space for the child's initiatives as well as to take the initiative and lead." | good quote for chapter 3;<br>Search for opposing positions |
| ...                                                                                                                                                                                                                                                                                                               | ...                                                                                                                                                                                                                          | ...                                                        |
| Schlippe, Arist von (2015) Von der Familientherapie zum systemischen Eltercoaching - Einführung in ein Spannungsfeld, in: Tsirigotis, Cornelia/Schlippe, Arist von/Schweitzer-Rothers, Jochen (eds.) Coaching für Eltern. Mothers, fathers and their "job", third edition, Heidelberg: Carl Auer Verlag, pp. 9-24 |                                                                                                                                                                                                                              |                                                            |



# SOCRATIC READING



- Answering questions about the text
- Key questions based on the research question



# SOCRATIC READING

## **1st phase: Preparation**

Skim the text → Formulate prompts or "starter questions" for the text

e.g. "Who are the authors?", "What does the text communicate?", ...

Rephrase title/subtitle into questions if necessary

## **2nd phase: Active and intensive reading**

Ask more complex, analytical questions about the text

e.g. "What is the claim/objective of the text?", "What does it mean?", "How is it justified?"

**Answer** the questions while reading (in your own words & complete sentences)

## **3rd phase: Follow-up**

Evaluation and assessment of the text: Asking questions

Ensure text comprehension

e.g. "What was the main thesis?", "How was the text structured?"



# TIME FOR YOUR OWN THOUGHTS

## TASK

You have found an article for your paper and brought it with you.

- Apply one of the reading techniques presented here to your text.



# TIME FOR YOUR OWN THOUGHTS

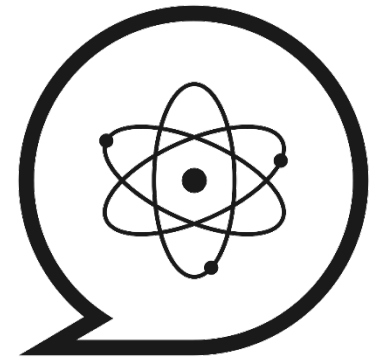
## REFLECTION

How did the reading go with the proposed strategy?

- ▶ Simpler - Too time-consuming?



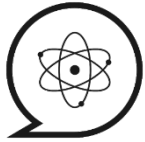
# ACADEMIC LANGUAGE



# **SPECIFIC LEARNING OBJECTIVES OF THIS CHAPTER**



- At the end of this chapter, you will be able to...
- name the fundamental conventions of academic language
- apply these conventions to your own writing

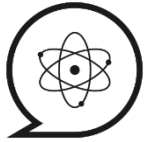


# REQUIREMENTS OF ACADEMIC LANGUAGE

■ Academic writing is a cooperative undertaking!

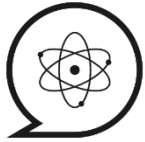


- in dialogue with scientific community
- Unambiguous, concise, and precise description of own argument / research & results
  - **Reader-centric writing**



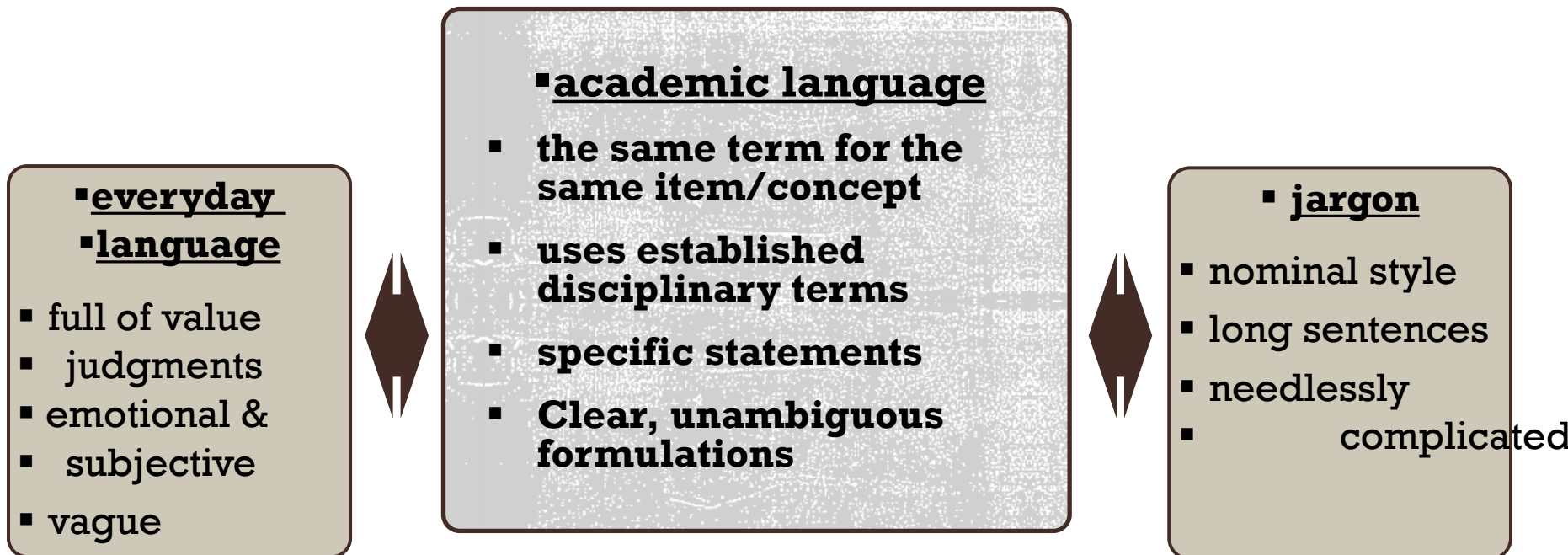
# REQUIREMENTS OF ACADEMIC LANGUAGE





# REQUIREMENTS OF ACADEMIC LANGUAGE

- reader-centric writing
- precise formulations to avoid misunderstandings



# RECOMMENDED APPROACH: MULTIPLE REVISIONS!

- change perspectives
- focus on different aspects



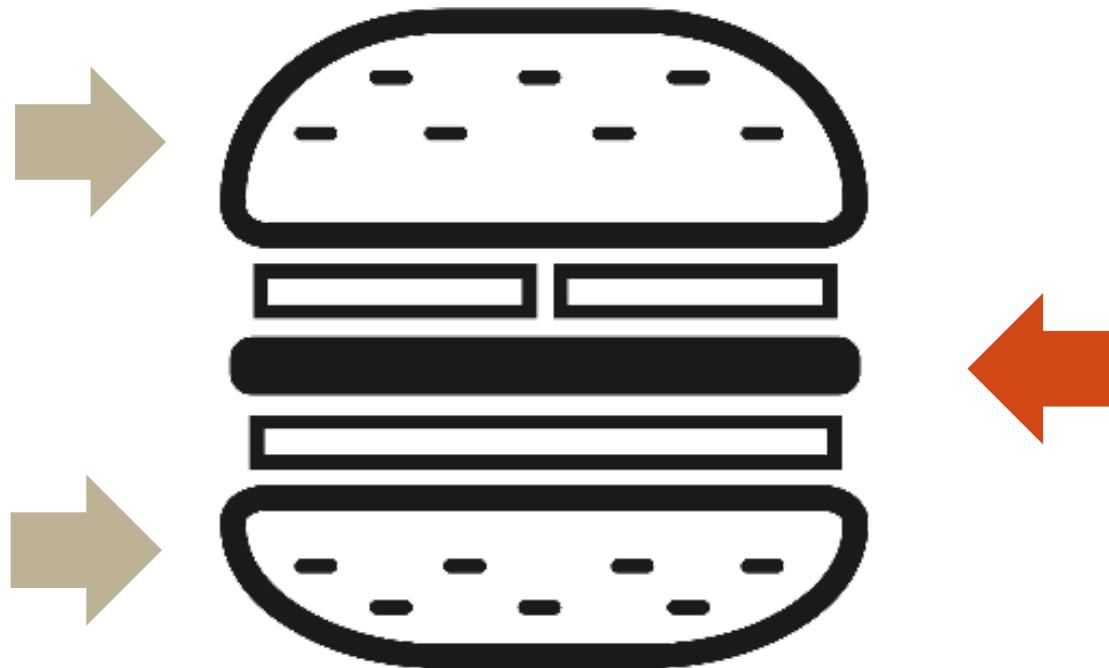


# FREEWRITING EXERCISE

## REFLEXION

- What is “reader-centric writing”?
- What aspects of it am I already implementing in my own writing?
- What concrete questions do I still have regarding writing and academic language?

# PARAGRAPH STRUCTURE





# PARAGRAPH STRUCTURE

**A paragraph should only contain one central idea**



- **Main clause (=topic sentence):**

What does the paragraph argue (=what is its main message)?  
Key words → highlighting the topic



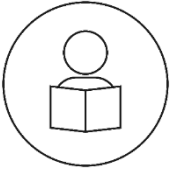
- **Following clauses:**

- Details → describe, explain, support, analyze



- **Final clause:**

- Summary/conclusion → wrap up paragraph / transition to next paragraph



# READER-CENTRIC WRITING

## Review the logic of your structure

- **Categorize, analyze, and evaluate your information & frame it accordingly:**
  - Information that supports hypotheses:  
*Similarly, equally, relatedly, in like manner, ...as well, just as, ...*
  - Information that contradicts hypotheses:  
*On the other hand, by contrast, on the contrary, unlike, ...*





# ORGANIZED STRUCTURE: SIGNPOSTING

## ■ Possible signposts for orienting the reader in the text

- Short introduction in a new paragraph/chapter to highlight how it relates to the previous paragraph/chapter:
  - *Regarding the research question, we have shown that...*
- What can the reader expect from the paragraph/chapter?
  - *In the following, we will present three approaches that... First, ... Second... And finally... Similarly/Likewise, ... ; On the other hand / in contrast to...*
- What is the resulting conclusion?
  - *In conclusion, we can say...*
- How does the conclusion relate to the next paragraph/chapter?
  - *We will examine these results in the next chapter in order to...*



# SENTENCE STRUCTURE: AVOIDING MULTI-CLAUSE SENTENCES

## Example:



Splitting verbs **is**, especially in German, **inherent to** complicated sentence structures.



In German, splitting verbs **is inherent to** complicated sentence structures.

## Example:



The temple, in which the camera used for recording the rituals had already been installed, was closed down without warning.



The temple was closed down without warning after the camera meant for recording the rituals had already been installed.



The team had installed a camera to record the rituals, but the temple was closed down without warning shortly after.



## SENTENCE STRUCTURE: AVOIDING MULTI-CLAUSE SENTENCES

■ Sentence longer than 3 lines? Review!

The examination of the numerous documents from the archives was performed by the attendant members of the research group.

### **Delete fillers:**

The examination of the archival documents was performed by the members of the research group.

### **Avoid nominalisations:**

The archival documents were examined by the research group.

### **Turn passives into actives:**

The researchers examined the archival documents.

Alternating between shorter and longer sentences  
creates a better rhythm and flow!



# ACADEMIC LANGUAGE

## ▪ Redundancies: Find and delete

**Cut anything that does not actively contribute to the development of your topic / the progression of your argument:**

### ▪ **Fillers**

- “As can be seen from the details included in Figure 1...” 
- “Figure 1 shows...” 

### ▪ **Empty phrases**, euphemisms, metaphors

- “The line of argumentation lacks a certain logical stringency.” 
- “This argument is not convincing.” 

### ▪ **All turns of phrases that signal a **personal opinion** but are not backed up:**

- *obviously, naturally, unfortunately, happily...*

### ▪ **Check your **adjectives / adverbs** (e.g. for tautologies):**

- *absolute exception, past history, rich variety, added bonus, ...*



## ■ SENTENCE STRUCTURE: ACTIVE VERBS

■ Avoid nominal style (=replace nouns with verbs)

■  
■ The resettlement of two thirds of the population within a radius of 100 kilometers within five years makes it difficult to assess the restructuring or stabilization of family relationships in the cultural milieus mentioned.

- **Avoid stringing together nouns ("string of pearls") –**
  - **use explicitly active verbs instead**



The use of X led to a change in Y.



The use of X changed Y



## ■ SENTENCE STRUCTURE: ACTIVE VOICE

■ Use active instead of passive voice (whenever you can)

■ Example:

### **Original:**

Only a few historical sources on Celtic Druidism can be extrapolated from Caesar's "Gallic War".

### ■ **Revision: active formulation**

■ The historical sources in Caesar's "Gallic War" show little evidence of Celtic Druidism.



# REVIEW EXERCISE I

## REVISION

- Please consult the text you wrote in the previous freewriting exercise (prompt: „What is reader-centric writing?“)
- Go through the text and revise it according to the criteria for paragraph and sentence structure we outlined here
- Write down: What are you noticing? What stands out to you in terms of what is already working well and where do you need more practice?



## ■ USE PRECISE FORMULATIONS

### ■ Formulate correctly and clearly

#### ■ Use **technical terms**:

- “the Middle Ages” - not: Age of Chivalry / the Dark Ages

#### ■ Always use **the same technical term** for **the same concept** (no stylistic variation):

- Climate change - not: climate crisis, changing climate
- Subalterns — not: workers and peasants, subservients

#### ■ Proper **word combinations** and **forms** (pay attention to hyphens):

- A man-eating lion vs. a man eating lion
- foreign-sales secretary vs. foreign sales secretary
- re-sign vs. resign
- greenhouse vs. green house
- German history teachers (structural ambiguity)



## ■USE PRECISE FORMULATIONS

### ■Avoid ambiguity

#### ■Avoid **semantic ambiguities**:

- “The bank was closed.”: financial institution or side of a river?
- “Every item wasn’t there.”: not every item or no item?

#### ■Avoid **syntactic ambiguities**:

- After one hour of discussion, we divided the test subjects into different groups.
- The patient was referred to a psychiatrist with severe emotional problems.

#### ■**References to indexical information** (statements with contextual meaning) must be **clear**

- here, yesterday, tomorrow
- this, that, etc.

■“The economy showed increased productivity and decreased unemployment, but otherwise failed to achieve any of the EU financial targets. **This** can be interpreted as an effect of the chosen intervention.”



## ■ USE PRECISE FORMULATIONS

### ■ Make it specific

|                                                                           |                                                                                   |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| " <u>Many fragments</u> were found during the excavation at Göbelki Tepe" | Fragments of what? Who found them? How many? Many compared to what?               |
| "The <u>change</u> in X caused ..."                                       | Reduction, increase?                                                              |
| "The ethnologists were in <u>contact</u> with the group for 2 years"      | Personal contact? By telephone? In writing? By e-mail? How often and how exactly? |
| "X showed a <u>correlation</u> with Y"                                    | Led to, increased, conditional...<br>What kind of correlation?                    |
| "The selection of sources was <u>small</u> "                              | Small = how big? Small compared to what?                                          |
| "After a <u>few years</u> , Max Frisch returned from the USA"             | After how many years? When exactly?                                               |



## ■USE PRECISE FORMULATIONS

### From a submitted text

This localization and the quantification by western blotting (Fig. 3D) indicated that wild type Ist2 and mutant Ist2 K931-K936A are **extremely stable** proteins.



### **Comment of the reviewer: avoid unspecific statements**

Page 10, para 2, line 9 – The authors claim that wild-type Ist2 and the K931-936A mutant are “extremely stable”. This is relative to what exactly? Most membrane proteins are stable for more than 3hrs!



# TIME FOR YOUR OWN THOUGHTS

## ■ REFLECTION

- What stood out as especially important to me in this unit on academic language?
- What do I want to pay special attention to when writing my next paper?

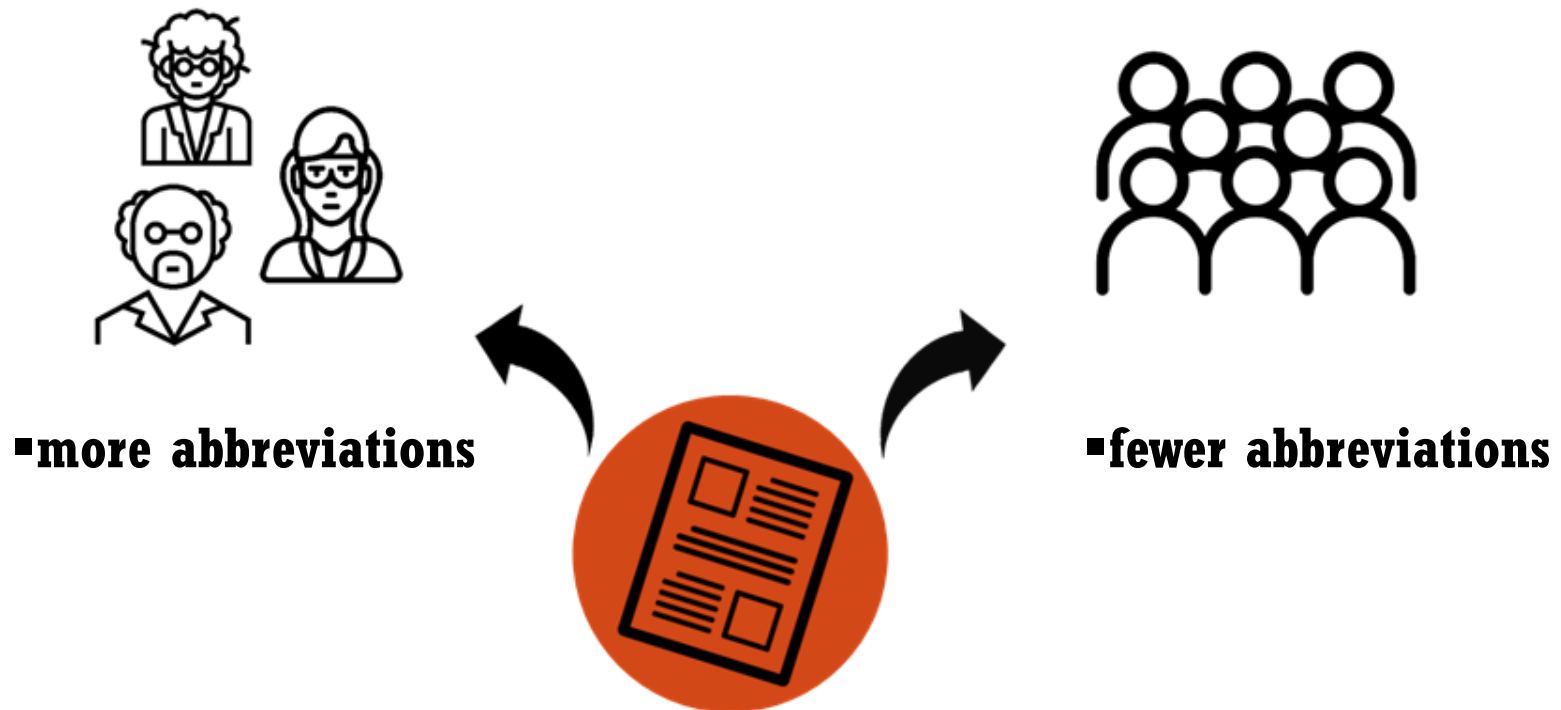
## ■ ABBREVIATIONS: WHEN AND HOW OFTEN?

This study examines the influence of the Politburo (**PB**) of the Central Committee (**CC**) of the Socialist Unity Party of Germany (*Sozialistische Einheitspartei Deutschlands*, **SED**) on the attitude of the Ministry for State Security (**MfS**) towards the National People's Army (**NPA**) of the **GDR** under the leadership of Erich Honecker between 1976 and 1989, with a particular focus on the unofficial collaborators, or **IMs**, of the **MfS** among the construction soldiers who refused to perform "military service at arms" and were therefore quickly suspected of lacking socialist conviction.

These members of the **NPA** known as construction soldiers, i.e. "Spatensoldaten" (soldiers' jargon: "**Spati**"), were more likely than average not to be **members of the SED** and contributed significantly to the formation of the opposition in the **GDR**. Precisely because of their mostly pacifist attitude, some "**Spatis**" were prominent opponents of the **PB** and the **CC** during the peaceful revolution of 1989.

## ■ ABBREVIATIONS: WHEN AND HOW OFTEN?

Dependent on discipline and target audience!



# ABBREVIATIONS: WHEN AND HOW OFTEN?

## ■ Abbreviations...

- ➔ **For long or cumbersome terms**  
Example: ethylenediaminetetraacetic acid (EDTA)
- ➔ **For frequently occurring terms**  
i.e. more than seven occurrences...
- ➔ **No more than 2-3 abbreviations per paragraph**  
common abbreviations do not count (e.g. DNA)
- ➔ **No non-standardized abbreviations**





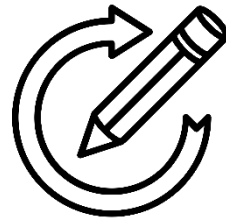
# REVIEW EXERCISE II

## ■ INSTRUCTIONS

- Please go back to one of your earlier texts for another round of practice review (e.g. the text you produced for the 5-paragraph method, or a current paper draft).
- Go over the text and edit it according to the aspects of reader-centric writing outlined in this chapter. Pay special attention to the different levels (paragraph; sentence; individual words).
- Once you are done, write a brief reflection: What did you notice when reviewing your text? Any patterns or trends? Any turns of phrases you needed to edit more frequently?



# REVIEWING DRAFTS





# TIME FOR YOUR THOUGHTS

## SELF-REFLECTION: FEEDBACK AS A COMPONENT OF REVIEWS

Have you ever received feedback on your texts (not including grades)?

- Who gave you feedback - and on what?
- How? (was it?) What did you do with that information?

# INDIVIDUAL GOALS OF THIS CHAPTER

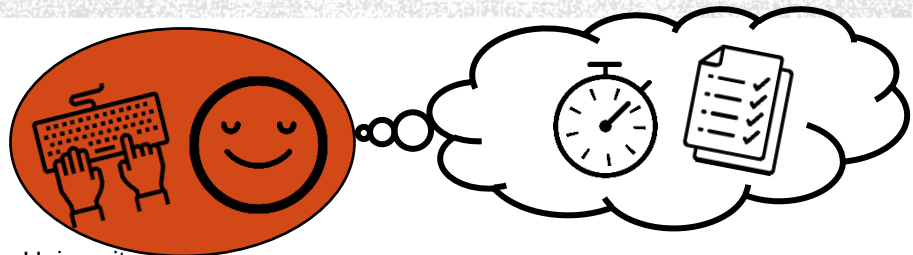
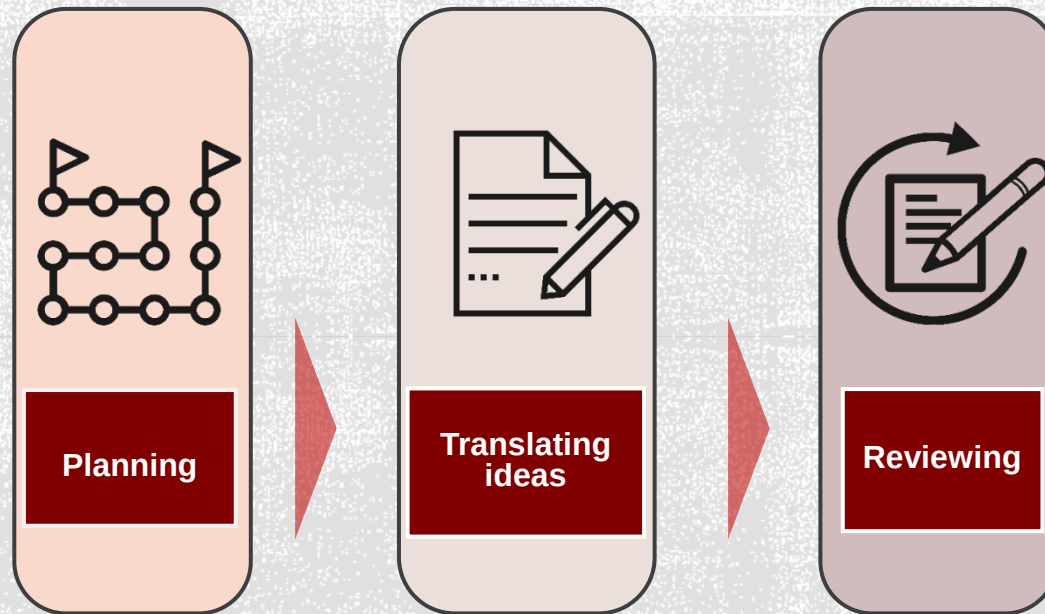


In this chapter, we want to present...

- ...allowing enough time for feedback to improve text reviewing

# FEEDBACK IN THE WRITING PROCESS

*Hayes & Flower, 1980*



# WRITING AS A RECURSIVE PROCESS

## **Structuring ideas:**

Collect ideas and develop the line of argumentation

## **Bring your ideas to paper**

Translate your ideas into words and develop a draft version

## **Get feedback**

Get comments

## **Review the draft text**

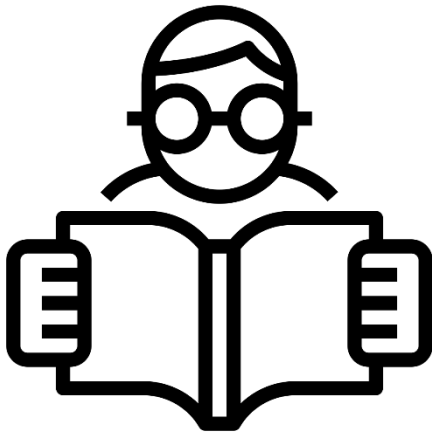
Decide what to keep

## **Final version**

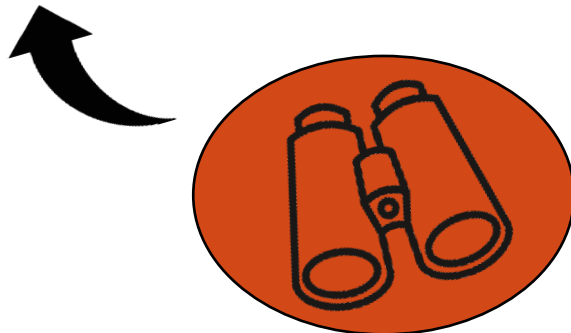
Finally: Spelling



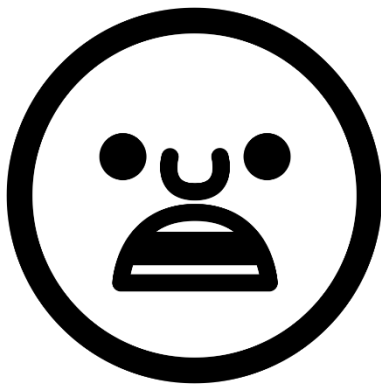
# FEEDBACK - WHY?



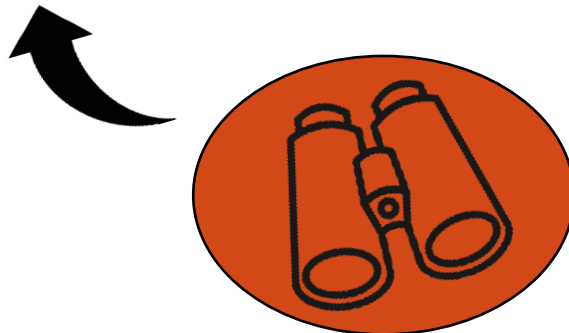
- Difficult to distance oneself from an own text
- Feedback from people who have no connection to text
  - Inconsistencies?
  - Ambiguous formulations?



# FEEDBACK - WHY?



- Difficult to distance oneself from an own text
- Feedback from people who have no connection to text
  - Inconsistencies?
  - Ambiguous formulations?



# FEEDBACK - HOW?

## 1. Before starting: Agree on the goal

- Check line of argumentation? Spelling and grammar?
- At what stage are you in the writing process?
- How much time is allocated for the reviewing process?
- How much time does the reader have?



## 2. Giving feedback:

- Written not verbal (comments on the side)
- What is unclear - formulate questions



## 3. Receiving feedback:

- Which parts of the feedback will you accept? Why?



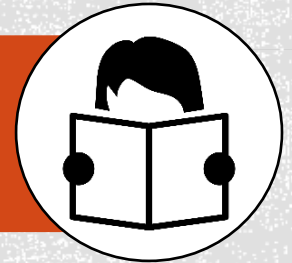
# REVIEWING: AS PRECISE AS POSSIBLE



“Formulate clearer!”

“What does he mean?”  
“You be clearer”

“First, define more clearly”  
“I tried...”



“Unclear line of argumentation!”

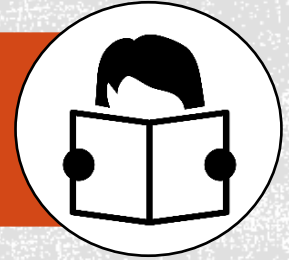
“What do you consider unclear? Comment not clear!”



# REVIEWING: AS PRECISE AS POSSIBLE



## Clear comments



- Name examples please, otherwise not clear enough
- Are you maybe forgetting X?
- I don't understand how you got from A to B
- Unable to follow text: what does example X have to do with Y here?
- What about counter-arguments? I consider the following important...
- ...

# EXAMPLE:

*Which data?*

*How exactly are these  
used in different ways?*

*Findings = data?*

*Where is the  
difference?*

*Does that work?*

## On the use of data and facts

Data and facts are used in different ways in science. They often have a dual function in texts. This allows scientists to underline their importance in specific contexts. Scientific findings are classified and assigned to numerous categories in an attempt to create clarity. At the same time, the data and facts described in the texts have an independent and, in their uninterpreted form, associative meaning. In the text production process, scientists attempt to minimise these associative aspects.