Writing for Publication

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Three aspects of the course:

1. Individual use of the internet

2. In-class writing activities

3. Individual tutorial feedback

Individualisation

The need to individualise the program as much as possible - because,

- a) writing is an individual, personal activity

- b) because writing in the different disciplines varies enormously

Individual use of the internet

- on-line journals

- style guides, writing advice, tutorials

- corpus data - use existing corpora or tools such as antconc to build own corpus

Some examples:

http://www.springer.com/gp/authors-editors/journal-author/journal-author-academy

http://www.phrasebank.manchester.ac.uk/introductions.htm

https://gate.ac.uk

http://www.antlab.sci.waseda.ac.jp/software.html

http://www2.warwick.ac.uk/fac/soc/al/research/collect/bawe/

http://corpus.byu.edu/bnc/

In-class writing activities

Sentence-level functions - e.g.

- Identifying the purpose of the paper

- Describing recent developments in the field

- Identifying a problem

- Creating a research space

In-class writing activities

Text-level functions – e.g:

- Introductions

- Abstracts

- SPSE - Situation Problem Solution Evaluation texts

Individual mini tutorials with feedback

- Tutorials given within the group with the text of draft articles available to all participants.

- Opportunity for discussion of language points (and occasional content issues).

- Feedback suggests this was more useful for individuals than for the whole group.

- Time-consuming; proof-reading exercise (but this did help to meet one of the stated aims of the course).

Alternative approaches

- An alternative approach would be for those working in the same or similar discipline areas to work in small groups to review each other's articles and discuss any issues that arise. These could then be shared with the wider group for further discussion and feedback.

Alternative approaches

- Another approach might be to encourage analysis of the final draft of articles in comparison of the use of language with existing published articles in the discipline. This could work at all levels of analysis, from looking at the overall structure, through the inclusion and organisation of sections within the text, to paragraph and sentence level and even at the level of lexical choice.

Some examples

There are many papers in that synthesis of powders, ceramics and hard alloys based on hexagonal WC materials...

There are two opinions about cubic WC synthesis: this phase can be crystallized from the melt [12] and the cooling rate should be about 10^8-10^{11} K/s [14].....

The first aim of this paper is discussion about dependence cubic WC_{1-x} lattice parameter according to the literature data and as a result of the experimental plasma dynamic setup initial conditions variations. The second one is discussing the evaluation of synthesized product after the heat treatment in the air.

The importance of reading...

When we pick up an article in our own discipline area we can immediately recognise it as such, as distinct from a novel or a newspaper article. Why is this? Because the article will comply with largely unwritten rules of language (usually, but sometimes the rules ARE written) - and becoming familiar with these rules is essential to becoming a good writer. As academics in our discipline we are part of a community of practice and it's necessary to follow these practices to demonstrate that we are members of the community.

On the importance of reading…

- *"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."*

- Stephen King

Thank you

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