

## Academic Writing for Doctoral Students : Autumn 2020

The course will give doctoral students the opportunity to practise a variety of the skills and techniques required for writing academic texts of different kinds. The focus will be on how to make a positive impression on the potential reader. Emphasis will be placed on the structuring of texts and grammar and language problems will be identified and addressed as they arise. Students will receive individual feedback from both the teacher and from peers. Class discussion and peer feedback will provide useful opportunities for presenting, talking about and explaining individual research to people with different levels of understanding of the field.

### **Attendance is required at all sessions.**

#### **Course literature**

*Academic Writing for Graduate Students* John M. Swales and Christine B. Feak 3rd edition  
(ISBN:978-0-472-03475-8)

#### **Course participants are expected to have prepared the relevant chapters before each session.**

A choice of **ONE** of the following:

<i>The Year of the Flood</i>	Margaret Atwood	(2009)
<i>A Week in December</i>	Sebastian Faulks	(2009)
<i>The Dispossessed</i>	Ursula le Guin	(1999)
<i>Mara and Dan</i>	Doris Lessing	(1999)
<i>Machines Like Me</i>	Ian McEwan	(2019)
<i>Small Great Things</i>	Jodi Picoult	(2016)

Recommended reading and reference literature (the latest editions are to be preferred but not necessary).

<i>Writing a college handbook</i>	Heffernan and Lincoln, Norton & Company,
<i>Practical English Usage</i>	Michael Swan, Oxford University Press
<i>Academic Writing: A University Writing Course</i>	Lennart Björk and Christine Räisänen, Studentlitteratur
<i>The Little Brown Handbook</i>	H. Ramsey Fowler and Jane E. Aaron, Pearson Educational
<i>Galileo's Finger</i>	Peter Atkins

All assignments should be sent to [pamela.vang@liu.se](mailto:pamela.vang@liu.se) , by **13.00 on the Monday before the class. Both of your first assignments should reach me Monday August 31<sup>st</sup>, week 36..**

#### **Pre-course introductory assignments**

1. Write a **brief presentation of yourself and of your research** and include **your own analysis of the problem areas that you have encountered with English** (700- 800 words in total).  
(After receiving feedback from this assignment, you should formulate a personal goal for the course. By the end of the course, you are expected to have made good progress towards this goal and to have developed a personal agenda for further improvement.)  
Study and prepare the exercises in Unit 1 in Swales & Feak before the first session.

2. Swales & Feak task 15\*. Note that **quality is much more important than quantity**. Consider the example in task 8 for guidelines. Your analysis should be no longer than that in the example.

**We need to cover a lot over the few weeks that we have at our disposal, so it is important that you prepare carefully at home. In this way we can use the few hours that we have efficiently.**

#### **Preliminary lesson plan**

**Sessions scheduled for Thursdays 13.15 -17.00\***

- Session 1**     **week 36**     **Introduction to the course.**     Brief (oral) self- presentation. Swales and Feak Unit One, Language work based on the first assignments and exercises from unit 1 which you should have studied before we meet. Look particularly at tasks 9 and 14. Do not forget task 15.
- Session 2**     **week 38**     Study unit 2. **Written assignments\*** Task 14\*, page 82, Task 23\*, page 99  
Written assignments marked \* should be sent to me and to other members of the class for review and comments. It is important to respect the deadlines (Monday 13.00) Language work based on written assignments. Exercises from unit 2 and introduction to unit 3.
- Session 3**     **week 40**\_ Study unit\_3. Exercises from this unit including the **Written assignment**, Task 20\*, page 138. Language work based on written assignments and exercises from unit 3. Introduction to unit 4.
- Session 4**     **week 42** : Prepare your own data commentary and bring it (three copies) to the next session. Complete the language exercises in unit 4.
- Session 5**     **week 44** Unit 5. Written assignment. A text to summarise will be provided\*.  
  
Language work, discussions and comments on the summaries. Exercises from unit 5.  
  
Introducing critiques and evaluative language Unit 6.
- Session 6**     **week 46**     Book review\*  
  
Language work based on the reviews and discussion of the reviews and of the books critiqued. Exercises from Unit 6. Introducing Units 7 and 8.
- Session 7**     **week 48**     **ABSTRACTS with Professor Christiaan Bergren** **NOTE-10.15 - 17.00**  
  
Recommended extra reading: Cutting, Joan (2012) Vague language in conference abstracts *Journal of English for Academic Purposes* 11, 4 283-293  
Starbuck, Bill (1999) *Fussy Professor Starbuck's Cookbook of Handy-Dandy Prescriptions for Ambitious Academic Authors*  
  
Working with units 7 and 8  
  
**Organisational details will be provided before the session.**
- Session 8**     **week 48**     **Your own paper.**     Organisational details will be provided in good time.  
**PLEASE MEET THE DEADLINE!**  
Critical reviews of other students' papers, feedback and discussion of individual papers.  
  
Language work and comments from reviews. Course evaluation and discussion.

*I look forward to working with you.*

Med vänlig hälsning  
Pamela Vang PhD  
Universitetslektor




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