

# The Fundamentals of Writing an Academic Paper

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#8 | THE WORD LAB SESSIONS

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“This paper requires significant editing, as it is not written in sound English and cannot be accepted in its current form.”

(Romero-Olivares, 2019)

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“This sentence does not make any sense.”

(Romero-Olivares, 2019)

4

“The authors need a native English-speaking co-author to thoroughly revise the grammar of this manuscript.”

(Romero-Olivares, 2019)

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“The author’s last name sounds Spanish. I didn’t read the manuscript because I am sure it’s full of bad English.”

(Silbiger and Stubler, 2019)

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“The material is all here, but it seems somehow  
out of focus.”

(Kaplan, 1966)

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## CULTURAL & RHETORICAL DIFFERENCES

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“Logic (in the popular, rather than the logician's sense of the word) which is the basis of rhetoric, is evolved out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies, from culture to culture and even from time to time within a given culture. It is affected by canons of taste within a given culture at a given time.”

(Kaplan, 1966)

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## THE EUROPEAN PORTUGUESE CASE

“More akin to **literary** than scientific prose, its typical features include **a taste for ‘copiousness’**, manifested by a general **wordiness** and much **redundancy**; a preference for a **high-flown erudite register** (including complex syntax, lexical abstraction, etc); a propensity for **indirectness**, meaning that the main idea is often embedded, deferred or adorned at all ranks; and the extensive **use of figurative language** and other forms of **subjectivity**.”

(Bennett, 2011; my emphasis)

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## THE EUROPEAN PORTUGUESE CASE

“Esta catástrofe marca um momento alto do inevitável cruzamento entre um fenómeno natural e um fenómeno cultural: as suas imediatas e tão amplas repercussões quer no país quer em toda a Europa e mundo ocidental; as implicações discursivas e reflexivas que potencia (morais, metafísicas, literárias, religiosas, científicas, socio-políticas [sic], geográficas); a amplitude histórica que conhece até ao presente, como fenómeno paradigmático que coloca problemas como a imprevisibilidade, o irónico contraste entre glória e destruição, ou a catástrofe – são elementos que fazem do Terramoto de Lisboa um momento único na reflexão, em particular europeia, sobre Natureza e Cultura.”

(From the CFP for *O Grande Terramoto de Lisboa: Ficar Diferente*, Centre for Comparative Studies, U. Lisboa in Bennett, 2011)

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## GETTING STARTED

### 1. Consider your reader ..... EXPECTATIONS

- Clarity & coherence
- Economy & precision
- Rational argument supported by evidence
- Facts distinguished from opinions
- Restraint
- Citation & referencing
- Denotation
- Concrete terms

(Bennett, 2011; Soles, 2016)

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## GETTING STARTED

### 2. Establish a Purpose

- Expository
- Persuasive

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## GETTING STARTED

### 3. Define a Thesis

- Brainstorming..... Mind Map
- Freewriting

A thesis statement is “an expression of the central or controlling idea of your entire essay.”

(Soles, 2016)

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## DEVISE A PLAN

Arts	Sciences
I. Introduction A. General Introduction B. Thesis Statement C. Summary of Sections*	I. Introduction A. General Introduction B. Hypothesis C. Summary of Sections*
II. State of the Art	II. Theoretical Background
III. Development • Expository • Compare/Contrast • Persuasive	III. Methodology
	IV. Results
	V. Discussion
IV. Conclusion A. Summary of Ideas* B. Address Thesis C. Future Work	VI. Conclusion A. Summary of Ideas* B. Address Hypothesis C. Future Work

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## WRITING

- 1 paragraph = 1 main idea
- 1 complete sentence = 1 main point
- Relatively short sentences (40-50 words)
- Hierarchical organization throughout
- Coherence & cohesion
- Digression & repetition should be avoided

(Bennett, 2011; Seipmann, 2006)

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## WRITING

“The thought patterns which speakers & readers of English appear to expect as an integral part of their communication is a sequence that is dominantly linear in its development.”

(Kaplan, 1966)

### **Paragraph Organization:**

- Inductive
- Deductive

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# THE PARAGRAPH

## Inductive

- I. **Topic Sentence > Main Point**
  - A. Supporting Idea + Evidence
  - B. Supporting Idea + Evidence
  - C. Supporting Idea + Evidence
- II. **Concluding Sentence > Transition**

## Deductive

- I. **Transitional Sentence**
  - A. Supporting Idea + Evidence
  - B. Supporting Idea + Evidence
  - C. Supporting Idea + Evidence
- II. **Topic Sentence > Main Point**

(Kaplan, 1966; Siepmann, 2006)

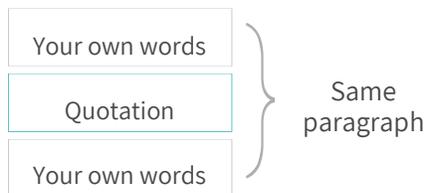
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# QUOTING & REFERENCING

## Types of Sources:

- Primary
- Secondary

They do not replace the expression of our own thoughts, but they complement them.



(Eco, 2011)

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## CONCLUSION

- Clear & strong
- Proportional
- Sense of closure
- Future work

(Soles, 2016)

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## REVISION

- Let the paper “rest”
- Re-read, but switch the order
- Read out loud
- Know your shortcomings
- Write a reverse outline
- Get a second opinion
- Go to the Writing Center

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## REFERENCES

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Obrigada!

#academicwriting

#gotothewritingcenter

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