

PROFESSIONAL ACADEMIC WRITING

in the
Humanities
and
Social Sciences



Susan Peck MacDonald

Professional Academic Writing In The Humanities And Social Sciences

Mary J. Schleppegrell



Professional Academic Writing In The Humanities And Social Sciences:

Professional Academic Writing in the Humanities and Social Sciences Susan MacDonald, 1994 In *Professional Academic Writing in the Humanities and Social Sciences* Susan Peck MacDonald tackles important and often controversial contemporary questions regarding the rhetoric of inquiry the social construction of knowledge and the professionalization of the academy MacDonald argues that the academy has devoted more effort to analyzing theory and method than to analyzing its own texts Professional texts need further attention because they not only create but are also shaped by the knowledge that is special to each discipline Her assumption is that knowledge making is the distinctive activity of the academy at the professional level for that reason it is important to examine differences in the ways the professional texts of subdisciplinary communities focus on and consolidate knowledge within their fields Throughout the book MacDonald stresses her conviction that academics need to do a better job of explaining their text making axioms clarifying their expectations of students at all levels and monitoring their own professional practices MacDonald s proposals for both textual and sentence level analysis will help academic professionals better understand how they might improve communication within their professional communities and with their students *Professional Academic Writing in the Humanities and Social Sciences* Susan Peck MacDonald, 2010-08-20 In *Professional Academic Writing in the Humanities and Social Sciences* Susan Peck MacDonald tackles important and often controversial contemporary questions regarding the rhetoric of inquiry the social construction of knowledge and the professionalization of the academy MacDonald argues that the academy has devoted more effort to analyzing theory and method than to analyzing its own texts Professional texts need further attention because they not only create but are also shaped by the knowledge that is special to each discipline Her assumption is that knowledge making is the distinctive activity of the academy at the professional level for that reason it is important to examine differences in the ways the professional texts of subdisciplinary communities focus on and consolidate knowledge within their fields Throughout the book MacDonald stresses her conviction that academics need to do a better job of explaining their text making axioms clarifying their expectations of students at all levels and monitoring their own professional practices MacDonald s proposals for both textual and sentence level analysis will help academic professionals better understand how they might improve communication within their professional communities and with their students *Academic Writing - Third Edition* Janet Giltrow, 2002-03-21 *Academic Writing* is a unique introduction to the subject As the author puts it in her preface this book develops from a strong claim namely that style is meaningful In developing that theme the author draws meaningfully on theory especially genre theory while remaining grounded in the particular Giltrow presents and discusses examples of actual academic writing of the sort that students must learn to deal with daily and to write themselves As newcomers to the scholarly community students can find that community s ways of reading and writing mysterious unpredictable and intimidating *Academic Writing* demystifies the scholarly genres shedding light on their discursive

conventions and on academic readers expectations and values Throughout Academic Writing respects the student writer it engages the reader s interest without ever condescending and it avoids the arbitrary and the dogmatic The book also offers abundant exercises to help the student develop techniques for working productively at each stage of the scholarly writing process mastering and summarizing difficult scholarly sources planning and revising to create good working conditions for the reader The third edition of Giltrow s extremely successful book incorporates extensive revisions that integrate the theoretical perspectives of genre theory into the whole of the book in a more organic fashion the changes are designed to make the book both more attuned to scholarly practice and more accessible to the undergraduate student Giltrow s Academic Reading is designed as an accompanying reader for Academic Writing The Semiperiphery of Academic Writing K. Bennett,2014-09-02 With researchers around the world are under increasing pressure to publish in high profile international journals this book explores some of the issues affecting authors on the semiperiphery who often find themselves torn between conflicting academic cultures and discourses **Writing: Texts, Processes and Practices** Christopher N. Candlin,Ken Hyland,2014-06-11 Writing Texts Processes and Practices offers an innovative and multidisciplinary approach to writing in a variety of academic and professional settings The book is composed of a series of original research based accounts by leading authorities from a range of disciplines The papers are linked through a unifying perspective which emphasises the role of cultural and institutional practices in the construction and interpretation of written texts This important new book integrates different approaches to text analysis different perspectives on writing processes and the different methodologies used to research written texts Throughout an explicit link is made between research and practice illustrated with reference to a number of case studies drawn from professional and classroom contexts The book will be of considerable interest to those concerned with professional or academic writing and will be of particular value to students and lecturers in applied linguistics communication studies discourse analysis and professional communications training The contributors to this volume are Robert J Barrett Vijay K Bhatia Christopher N Candlin Yu Ying Chang Sandra Gollin Ken Hyland Roz Ivanic Mary R Lea Ian G Malcolm John Milton Greg Myers Guenter A Plum Brian Street John M Swales Sue Weldon Patricia Wright Social Science Libraries Steve W. Witt,Lynne M. Rudasill,2010-06-29 This volume focuses on practical and empirical accounts of organizational change in the social sciences and impacts upon the professional skills collections and services within social science libraries Section one focuses upon the question of interdisciplinary within social science libraries and the role of libraries to both react to and facilitate paradigm shifts in research and science Section two focuses on the rise of data as a resource to be collected and shared within social science libraries The third section focuses on the role of librarians to facilitate the development of social organizations that develop around new technologies and research communities Changed role of librarians within social science libraries Describes new developments of social organizations Essential for librarians **Critical Thinking and Language** Tim John Moore,2011-10-13 This book clarifies

the idea of critical thinking by investigating the critical practices of academics across a range of disciplines Drawing on key theorists Wittgenstein Geertz Williams Halliday and using a textographic approach the book explores how the concept of critical thinking is understood by academics and also how it is constructed discursively in the texts and practices they employ in their teaching Critical thinking is one of the most widely discussed concepts in debates on university learning For many the idea of teaching students to be critical thinkers characterizes more than anything else the overriding purpose of higher education But whilst there is general agreement about its importance as an educational ideal there is surprisingly little agreement about what the concept means exactly Also at issue is how and what students need to be taught in order to be properly critical in their field This searching monograph seeks answers to these important questions **Style** Brian Ray, 2014-11-01 *Style* An Introduction to History Theory Research and Pedagogy conducts an in depth investigation into the long and complex evolution of style in the study of rhetoric and writing The theories research methods and pedagogies covered here offer a conception of style as more than decoration or correctness views that are still prevalent in many college settings as well as in public discourse Variation in English Douglas Biber, Susan Conrad, 2014-06-11 *Studies in Language and Linguistics* General Editors Geoffrey Leech Department of Modern English Language Lancaster University and Jenny Thomas School of English and Linguistics University of Wales Bangor Broad ranging and authoritative *Studies in Language and Linguistics* is an occasional series incorporating major new work in all areas of linguistics *Variation in English* Multi Dimensional Studies provides both a comprehensive view into a relatively new technique for studying language and a diverse exciting collection of studies of variation in English The first part of the book provides an explanation of multi dimensional MD analysis a research technique for studying language variation MD is a corpus based approach developed by Doug Biber that facilitates large scale studies of language variation and the investigation of research questions that were previously intractable The second part of the book contains studies that apply Biber s original MD analysis of English to new domains These studies cover the historical evolution of English specialized domains such as medical writing and oral proficiency testing and dialect variation including gender and British American The third part of the book contains studies that conduct new MD analyses covering adult child language differences 18th century speech and writing and discourse complexity Readers of this book will become familiar with the analytical techniques of multi dimensional analysis with its applicability to a wide variety of language issues and with the findings of important studies previously published in diverse journals as well as new studies appearing for the first time *Handbook of Research on Writing* Charles Bazerman, 2009-03-04 The *Handbook of Research on Writing* ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it

mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Teaching Academic Writing in European Higher Education Lennart Björk, Gerd Bräuer, L. Rienecker, Peter Stray Jörgensen, 2005-12-30 DAVID R RUSSELL English Department of Iowa State University U S A I was fortunate to attend as a visitor from the U S the first European Association for the Teaching of Academic Writing EATAW conference in 2001 at Groningen I was struck by the similarities in the challenges higher education faces on both sides of the Atlantic in terms of developing students academic writing and students learning through writing It is indeed an international problem But I was equally struck by the profound differences in responding to these challenges among nations institutions disciplines and even within disciplines The essays in this extraordinary volume address a growing demand for help with academic writing on the part of students and academic staff alike And they do so in ways that bring fresh approaches not only to Europeans who have only recently begun to study academic writing but also to researchers and academic staff in the U S where we have a century old tradition of attention to the problem but are much in need of these fresh approaches Academic writing has become a problem in higher education all around the world because higher education sits smack between two contradictory pressures On one end far more students and far more diverse students come streaming into higher education bringing in a far greater diversity of linguistic resources often interpreted as standards are falling as Frank Haacke Tente point out

[The Concise Encyclopedia of Applied Linguistics](#) Carol A. Chapelle, 2020-01-09 Offers a wide ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies examines and seeks solutions to real life language related issues Such issues often occur in situations of language contact and technological innovation where language problems can range from explaining misunderstandings in face to face oral conversation to designing automated speech recognition systems for business The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline introducing readers to the concepts research and methods used by applied linguists working

in the field This succinct reader friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them This abridged reference work has been compiled from the most accessed entries from The Encyclopedia of Applied Linguistics www.encyclopediaofappliedlinguistics.com the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide Alphabetically organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism language policy and planning language assessment and testing translation and interpreting and many others Accessible for readers who are new to applied linguistics The Concise Encyclopedia of Applied Linguistics Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language language use and contexts of language use Demonstrates the connections among theory research and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field

The Language of Schooling Mary J. Schleppegrell, 2004-04-26 This book is about how language is used in the context of schooling It demonstrates that the variety of English expected at school differs from the interactional language that students use for social purposes outside of school and provides a linguistic analysis of the challenges of the school curriculum particularly for non native speakers of English speakers of non standard dialects and students who have little exposure to academic language outside of schools The Language of Schooling A Functional Linguistics Perspective builds on current sociolinguistic and discourse analytic studies of language in school but adds a new dimension the framework of functional linguistic analysis This framework focuses not just on the structure of words and sentences but on how texts are constructed how particular grammatical choices create meanings in the different kinds of texts students are asked to read and write at school The Language of Schooling A Functional Linguistics Perspective provides a functional description of the kinds of texts students are expected to read and write at school relates research from other sociolinguistic and language development perspectives to research from the systemic functional linguistics perspective focuses on the increasing linguistic demands of contexts of advanced literacy middle school through college analyzes the genres typically encountered at school with extensive description of the grammatical features of the expository essay a gatekeeping genre for secondary school graduates reviews the grammatical features of disciplinary genres in science and history and argues for more explicit attention to language in teaching all subjects with a particular focus on what is needed for the development of critical literacy This book will enable researchers and students of language in education to recognize how the grammatical and discourse features of the language of schooling construct the content areas role relationships and purposes and expectations of schools It also will enable them to better understand the nature of language itself and how it emerges from and helps to maintain social structures and

institutions and to apply these understandings to creating classroom environments that build on the strengths students bring to school

Research Genres John M. Swales, 2004-11 This book provides a rich and accessible account of genre studies by a world renowned applied linguist The hardback edition discusses today's research world its various configurations of genres and the role of English within the genres Theoretical and methodological issues are explored with a special emphasis on various metaphors of genre The book is full of carefully worded detail and each chapter ends with suggestions for pedagogical practice The volume closes with evaluations of contrastive rhetoric applied corpus linguistics and critical approaches to EAP Research Genres provides a rich and scholarly account of this key area

Upsetting Composition

Commonplaces Ian Barnard, 2014-07-15 In Upsetting Composition Commonplaces Ian Barnard argues that composition still retains the bulk of instructional practices that were used in the decades before poststructuralist theory discredited them While acknowledging that some of the foundational insights of poststructuralist theory can be difficult to translate to the classroom Barnard upends several especially intransigent tenets that continue to influence the teaching of writing and how students are encouraged to understand writing Using six major principles of writing classrooms and textbooks clarity intent voice ethnography audience and objectivity Barnard looks at the implications of poststructuralist theory for pedagogy While suggesting some evocative poststructuralist pedagogical practices the author focuses on diagnosing the fault lines of composition's refusal of poststructuralism rather than on providing solutions in the form of teaching templates Upsetting Composition Commonplaces addresses the need to more effectively engage in poststructuralist concepts in composition in an accessible and engaging voice that will advance the conversation about relations between the theory and teaching of writing

Foreign Language Writing Instruction Tony Cimasko, Melinda Reichelt, 2011-06-23 Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy the diversity of national and regional approaches the role of universities departments and programs in pedagogy and the cognitive and classroom dimensions of teaching and learning

Analysing Academic Writing Louise Ravelli, Robert A. Ellis, 2005-12-07 This volume covers the writing not only of native speakers of the language in which they are being taught but also that of those to whom the language of pedagogy is secondary Australian editors

Teaching Academic Writing Caroline Coffin, Mary Jane Curry, Sharon Goodman, Ann Hewings, Theresa Lillis, Joan Swann, 2005-07-26 Student academic writing is at the heart of teaching and learning in higher education Students are assessed largely by what they write and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education Teaching Academic Writing is a toolkit designed to help higher education lecturers and tutors teach writing to their students Containing a range of diverse teaching strategies the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in more depth about the assessment tasks they set and the feedback they give to students The authors explore a wide variety of text types from essays and reflective

diaries to research projects and laboratory reports The book draws on recent research in the fields of academic literacy second language learning and linguistics It is grounded in recent developments such as the increasing diversity of the student body the use of the Internet electronic tuition and issues related to distance learning in an era of increasing globalisation Written by experienced teachers of writing language and linguistics Teaching Academic Writing will be of interest to anyone involved in teaching academic writing in higher education

Academic Writing in Context Martin Hewings, 2006-06-21 This volume explores a number of themes of current interest to those engaged in researching and teaching academic genres the social and cultural context of academic writing differences between the academic and non academic text the analysis of particular text types variation within and across disciplines and applications of theory in the teaching of writing The contributors include many of today's most influential scholars in the area of academic literacy working in a wide variety of tertiary academic contexts in Britain Finland Hong Kong Zimbabwe Australia and the United States The implications will be of relevance to all those engaged in teaching academic writing to both native and non native English speaking students in tertiary education around the world

Writing For Academic Journals Murray, Rowena, 2013-09-01 This book unravels the process of writing academic papers It tells readers what good papers look like and how they can be written

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