

● 专门用途英语课程系列



College English Creative Writing
for Academic Purposes

学术英语写作基础

Teacher's Book

教师用书

Ian Smallwood Li Po Lung



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电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

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Introduction

In Chinese universities and colleges there is an increasing emphasis on students' practical ability to write in English for both academic and general purposes. It is recognized that their writing skills in English also need to be linked to the development of a creative spirit, to cultural awareness and skills in intercultural communication, and to the active application of thinking and problem-solving skills.

The *College English Creative Writing* series of College English textbooks is aimed at helping students develop the writing skills and language competence necessary for their tertiary studies and other writing needs. The series systematically builds up students' writing skills from the foundation of sentence and paragraph structure, through different text types, and provides comprehensive notes about commonly used grammar and vocabulary items. The final two books help to develop the particular skills necessary for academic and business writing. The series also encourages students to be creative, to be aware of the intercultural aspects of using English, and to be able to express their own thoughts and feelings when writing.

Although the *College English Creative Writing* series is particularly suitable for students who will study at tertiary institutions, other learners who need to develop basic writing skills and build up basic language competence necessary for written communication in daily life and/or the workplace will also find the books to be very useful.

This book will train you in writing for academic purposes. There is a further book focusing on writing for business purposes.

Special Features of *Writing for Academic Purposes*

Writing for Academic Purposes focuses on avoiding the common pitfalls of academic writing and aims to help you produce written work that you are proud of. The main features of the book are:

Carefully selecting grammar, vocabulary, and punctuation items to cater for students' standards and needs when writing for academic purposes;

Raising students' awareness of the appropriate style and tone for various academic documents;

Enhancing students' knowledge and understanding of how to construct academic texts with well-organized grammar, vocabulary, and punctuation exercises;

Analyzing authentic written texts at the sentence, paragraph, and text levels, which enables students to thoroughly understand the fundamental elements of successful academic writing;

Training students to proofread and edit their writing;

In-depth grammar, vocabulary, and punctuation notes which help students understand the language systems in academic writing;

Variety of extracts and passages from a wide range of fields to cater for students' interests and experience and, more importantly, to maximize their exposure to various text types;

Expanding students' creativity by providing them with contextualized tasks which require them to write on a wide range of topics for various authentic purposes.

The Structure of *Writing for Academic Purposes*

Writing for Academic Purposes consists of sixteen units; each focusing on one particular aspect of academic writing, from the initial steps such as "Locating Information" (Unit 3) to the more comprehensive "Writing Research Proposals" (Unit 14). In each unit, there are three parts:

- Part One: Improving Your Understanding
- Part Two: Developing Your Skills
- Part Three: Expanding Your Creativity

Part One: Improving Your Understanding

The first part in each unit focuses on breaking down some of the basic steps in academic writing. Common pitfalls and the requirements of each stage of the writing process are explained to ensure students' understanding of:

- the process of gathering information;
- the structure of academic writing;
- the different genres of academic writing.

To reinforce what students have learnt in this part and to prepare them for their own academic writing, they are encouraged to complete various tasks, including:

- planning;
- analyzing texts;
- ordering information;
- summarizing;
- editing;
- identifying plagiarism.

Part Two: Developing Your Skills

The second part of each unit focuses on developing the key skills that students need to construct a well-developed piece of academic writing, including:

- writing introductions;
- writing conclusions;
- analyzing task words;
- compiling references;
- comparing and contrasting information;
- ordering arguments;
- understanding rhetorical devices.

This section regularly contains vocabulary used specifically in academic writing.

Part Three: Expanding Your Creativity

The final part of each unit builds on what students have learnt in the previous sections and asks students to put their knowledge into practice with various writing tasks including:

- creating mind maps;
- creating balanced arguments;
- writing abstracts;
- conducting and writing up research;
- designing questionnaires.

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Teaching Tips

Writing for Academic Purposes focuses on written academic communication. It is important to remind students that English is the international medium for academic communication, with the majority of international academic books and journals published in English. This section offers some guidance on how to help your students develop their skills.

Organization of the Material

The division of each unit helps to create a standard pattern of teaching and learning for the whole book. This division helps students to progress from understanding, through to practice in the skills section, and finally to production of written texts in the creativity-focused section. It may also be possible, particularly with highly motivated students, to set the first section as pre-lesson preparation and the creative section as homework. Doing so would allow you to focus on the skills-building work in lesson time.

The chapters are carefully ordered and it is probably best to work through them in the sequence presented. However, Unit 11 (Academic Vocabulary) could be attempted as part of the earlier section of the book. Doing so would allow students to apply the vocabulary introduced in the unit in their written work in earlier sections.

The Stages of the Writing Process

This book, and especially Unit 2, is concerned with the process approach to writing, which attempts to encourage students to produce their best possible writing. Teachers should encourage students to adopt this approach, which involves the production of multiple drafts of a piece of writing. The main steps in the process approach, and what the teacher's role in each step is, are given in the table below.

Stages	Targets for Students	Teacher's Role
<ul style="list-style-type: none">● Pre-writing — writers are concerned with content and organization.	<ul style="list-style-type: none">● Brainstorm ideas, select and order material.	<ul style="list-style-type: none">● Ensure that students are clear about the purpose and audience of the task.● Perhaps offer class brainstorming activities to help students get started.
<ul style="list-style-type: none">● Drafting — writers are concerned with content, organization and expression.	<ul style="list-style-type: none">● Develop ideas.● Find appropriate means of expressing ideas.	<ul style="list-style-type: none">● Support students by giving suggestions related to content and by offering help with the expression of ideas.

- Revising — writers are rewriting to ensure that the meaning is clear and the progression of ideas logical.
- Develop revising skills by identifying strengths and weaknesses.
- Identify students' strengths and weaknesses, and help them to identify these themselves.
- Understand readers' difficulties in comprehending texts.
- Demonstrate how to read critically and provide helpful feedback.
- Presenting/Publishing — writers are concerned with the appearance and accuracy of the finished product.
- Develop proofreading skills.
- Offer advice on proofreading and layout.
- Offer final feedback.

Expanding on the Tasks and Making them Interactive

Throughout the book suggestions are made to make the work more interactive. Sometimes the suggestions are based on pair work and sometimes on group work. Many tasks indicated for individual students can be adapted to make them interactive. An example of this kind of individual, integrated work can be found in Task F of Unit 5. Here students are asked to read some information on approaches to education and then write a summary paragraph of the information individually. However, integration would be promoted if students were encouraged to discuss the approaches to education in groups and then write a group summary, which in turn would be presented to the whole class. It would also be possible to adopt a process approach in this kind of activity, with students producing and revising drafts of the summary. The best summaries could then be published on the class website, or displayed in the classroom.

The book has a clear writing focus but language skills are integrated in all units. Teachers are encouraged to expand and integrate the skills further by supplementing the book with their own materials. Unit 10, for example, would benefit from students listening to recorded reports of data and drawing graphics from the recorded information. Teachers could also bring in their own examples of data for reporting and interpreting. This data might relate to students' school life or to the wider community.

Similarly, the content of Unit 11 could be expanded by teachers adding to the number of lexical items under investigation. Other terms common across academic subjects could be analyzed and where possible teachers should encourage students to explore meanings and applications in greater detail.

A serious concern with written work is the time needed for grading it. To use time more efficiently, teachers should consider setting group writing tasks which lead to the production of a single piece of writing, with every group member taking responsibility for a particular part of the writing. So, for example, in Task E of Unit 12, instead of every individual in the class producing a report, groups could be asked to do so. This kind of team work encourages all students to develop a sense of responsibility and will bring out leadership qualities in particular students.

The teaching approach you adopt will depend to a large extent, of course, on the level and preferred learning style of particular classes of students. Whichever way is chosen, it remains very important to impress on students the need for all forms of academic writing to be expressed in clear and correct English.



UNIT 1

Principles of Academic Writing

Unit Focus

In this unit we shall look at how a formal style and tone of writing is achieved. When they are required to produce pieces of academic writing, it is important that students be able to adopt the appropriate style and tone to communicate the message effectively. Various samples will be used to draw students' attention to the points taught.

We shall also look at the structure of an essay — how to write the introduction, the body, and the conclusion. When an essay is structured correctly, the reader will be able to follow the message easily.

Next, we shall draw students' attention to the appropriate usage of tentative language and formal vocabulary in academic writing, and finally, the importance of linking ideas in the essay logically.

Developing Your Skills

Task A

Put students into pairs and ask them to first discuss what each group of sentences is saying and then compare these to the description of the steps in the Student's Book (Page 12). For example, the section starting with "This essay will first discuss ..." clearly exemplifies Step 4, the purpose of which is to give the reader a clear overview of what will be discussed and in what order.

Next, ask students to check that the sequence of the sections makes logical sense. For example, it would not be logical to talk about good health having a vital effect on relationships and study before mentioning what the author understands “good health” to mean.

Learning outcome:

Students should be able to understand the four steps involved in constructing an introduction, recognize examples of these steps, and reorder the paragraph into a logical structure.

Suggested answers:

Steps	Numbers
This essay will first discuss students’ understanding of good health. It will then go on to investigate priorities and current habits of students before finally exploring the services and products available to help students maintain a healthy lifestyle.	4
It is of vital importance for students to maintain good health, although when asked about their priorities many students ranked it in the third place behind relationships and study.	1
Good health means much more than just not being sick. It includes emotional and mental health as well as having a good work-life balance.	2
Good health has a vital effect on relationships and study and, indeed, research shows that the healthier the student is, the better his/her friendships and work are.	3

Task B

Before asking students to identify the topic sentence, examples, explanations, and contrasts in the given paragraph, give them a topic and ask them, in groups, to write one sentence saying something about that topic. For example, with the topic “junk food” they may come up with a statement like this: “Junk food is becoming increasingly popular as people lead busier lives.”

Then ask them if they can explain this sentence further and give an example. For instance, a possible explanation may be: “Long working hours mean that people are often too tired to cook when they get home and so they will eat something that is quick and convenient.” As an example sentence students might write: “In Britain alone, people have halved the amount of time they spend cooking their evening meal over the last thirty years, and 1.6 billion ready meals are consumed every year.”

When students are able to see how a paragraph can be built up in this manner, ask them to analyze the given paragraph and try to identify the various parts in it.

Learning outcome:

Students should be able to identify the topic sentence and sentences that show examples, explanations, and contrasts to the main point.

Suggested answers:

Topic sentence: underlined