

ENGLISH FOR ACADEMIC PURPOSES

Elective course

English for Academic Purposes

- Lecturer: Dr. sc. Marijana Javornik Čubrić
- Sessions: Monday 4-8 p.m.
- Office hours: Tuesday 11:30-12:30,
Gundulićeva 10, room no. 6
- Contact: marijana.javornik@pravo.hr

Literature

- R. R. Jordan, *Academic Writing Course - Study Skills in English*, Longman, Essex, 2004 (8th impression)
- Units 1, 2, 4-8, 10-15

Topics

- Introduction to English for Academic Purposes
- Structure and Cohesion – Connectives and Paragraphs
- Description: Process and Procedure - The Stages of Writing an Essay
- Narrative – The Development of Universities
- Definitions (simple, academic and extended definitions)
- Exemplification – What is Language?
- Classification – State Schools in England and Wales
- Comparison and Contrast
- Generalisation, Qualification and Caution – A Survey of Unemployment
- Interpretation of Data – Charts, Graphs, Diagrams and Tables
- Discussion – "For" and "Against"
- Introductions and Conclusions – Concluding from Tables
- Academic Style – Informal and Formal; What is education?
- Paraphrasing and Summarising

Sessions

- March 18
- March 25
- April 8
- April 22
- April 29
- May 6

Timetable

- Session 1 – March 18
- Introduction to English for Academic Purposes
- Structure and Cohesion – Connectives and Paragraphs
- Description: Process and Procedure – The Stages of Writing an Essay

- Session 2 – March 25
- Narrative – The Development of Universities
- Definitions (simple, academic and extended)
- Exemplification – What is Language?

- Session 3 – April 8
- Classification – State Schools in England and Wales
- Comparison and Contrast
- Generalisation, Qualification and Caution – A Survey of Unemployment

- Session 4 – April 22
- Interpretation of Data – Charts, Graphs, Diagrams and Tables
- *1st written assignment (interpretation)*
- Discussion – «For» and «Against»
- Introductions and Conclusions

- Session 5 – April 29
- Academic Style – Informal and Formal
- What is education?
- Paraphrasing and Summarising
- *2nd written assignment (summary)*

- Session 6 – May 6
- Revision
- Analysis of papers
- Signatures

Aims of the course

- To enable students to express themselves coherently in writing
- To provide samples of academic writing and practice material for students who need to write reports or essays in English

Examination

- Three pieces of writing
- (two in class, one as an assignment)
- Interpretation of data
- Summary
- Essay

Essay topics

- The development of education in social work
- Challenges of the Bologna reform
- The changing profession of social work
- Deadline for submission: May 1, 2013

Introduction to academic writing

- Writing involves starting, progressing and finishing a complicated combination of tasks
- Writing is not just influenced by what we know and what we have discovered about something, but also by what we feel
- Creative part of writing requires chaos; shaping or writing requires discipline

The paradoxes of academic writing

1. The starting v. finishing
2. The originality v. convention
3. The logic v. emotion
4. The easy v. difficult
5. The public v. private

1. Starting v. finishing

- Skills associated with starting a writing project are different from the skills you need to activate to complete it
- Projects we start, but do not finish – enthusiasm in the beginning, criticism and fears later

2. Originality v. convention

- The differences between taking in information and putting forward or articulating ideas of your own
- How can fresh ideas be incorporated into a writing style that tends to demand conformity?
- Listen to voices of others, but write in your own

3. Logic v. emotion

- Academic writers have to be objective, but it is impossible to ignore the emotional dimension
- Emotional dimension is needed to be self-aware and reflective in what you write

4. Easy v. difficult

- Writing can seem both easy and difficult at different stages in the process, or at the same time
- Realisation that doing something with ease does not mean that it is simple or unchallenging

5. Public v. private

- Privacy protects early writing efforts, but scholarship in general requires public scrutiny
- A need to balance the public and private dimension of academic writing

Thank you for your attention!