

# 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](mailto: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!