

Unit 1

Definition:

found in dictionaries or encyclopedia

by drawing upon well-accepted definitions given by authoritative academics in the field.

1. What is definition?

A definition is a statement which captures the meaning, the use, the properties, the function and the essence of a term, a thing or a concept.

Definitions:

component of academic essays

helps you to clarify your own ideas

helps the audience understand

Definition:

starting point of rational inquiry

an important component of academic essays

an important language function in lectures

2. Why is it important to define things or concepts in a clear way?

A clear definition helps to avoid misunderstandings or confusions.

3. Why should the abstract concepts be defined?

A clear definition is required for abstract concepts, because the definition may change from person to person.

Plus. To be specific, there are several situations when a definition should be given:

a) When your writing contains a term that may be key to audience understanding and that term could possibly be unfamiliar to them.

b) When a commonly used word or phrase has layers of subjectivity or evaluation in the way you choose to use it.

c) When the etymology (origin and history) of a common word might prove interesting or will help expand upon a point.

d) When there might be confusion over A thing or A concept If you do not make it clear.

e) When you want your readers or audience to have a new way of understanding things or concepts.

Key information:

maintain comprehension throughout the lecture

recall meanings afterwards

develop some useful skills for taking notes of a spoken definition

Encounter of new term:

predict its meaning give you a rough idea of the term, or art

further reading of the details confirm your understanding

4. How many parts does a formal definition consist of? What are they?

A formal definition contains three parts: the term, class and differentiating features.

5. What types of definition have you learned? In what way do they mainly differ?

One-sentence definition (a formal/naming definition) and an extended definition.

They mainly differ in length.

Formal and naming definitions:

a way of introducing variety into essays

Extended definitions:

narrative materials for your target

audience

Length of Definition:

short and brief, contained in one or two sentences

long and extended to an entire essay

Definition in lecture:

different from one presented in written works

depending on the audience and subject matter



Three types of definitions

Formal definitions

A **university** is a high-level educational institution in which students study for degrees and academic research is done.

Naming definitions

A high-level educational institution in which students study for degrees and academic research is done **is called a university**.

Extended definitions

A **university** is a high-level educational institution in which students study for degrees and academic research is done. More specifically it is an institution made up of an undergraduate division which confers bachelor's degrees and a graduate division which comprises a graduate school and professional schools each of which may confer master's degrees and doctorates

Plus. There are several tips you can follow:

- a)
- b) Do not define a word by mere repetition or merely restating the word.
- c) Define a word in simple and familiar terms. Your definition of an unfamiliar word should not load your audience towards looking up more words in order to understand your definition.
- d) Keep the class portion of your definition small but adequate.
- e) Avoid adding personal details to definition. Although you may think the story about your Grandfather will perfectly encapsulate the concept of stinginess, your audience may fail to relate. Offering personal definitions may only increase the likeliness of misinterpretation that you are trying to avoid.

6. What are the narrative materials which can be used for an extended definition?

An extended definition uses narrative materials such as facts, examples, anecdotes, etc. to interpret a term.

Narrative materials:
Facts Examples Analogies Comparisons/Contrasts

p. 4

In academic contexts, narrative materials cover a broad scope. In addition to stories and descriptions, book reports, proposals, presentation data, explanation ideas, illustration of evidence and examples may be used as narrative material, When defining things or concepts, you may use narrative materials to extend the formal definition, presenting further information about the characteristics of the things or concepts to clarify the understanding of the audience.

p. 9

An important aspect of academic life is problem solving. A simple way to define the word "problem" is: a situation that requires a resolution. In whichever subject you're studying, you will encounter problems that need tackling. A good definition of a problem will help you solve the problem as the initial stage of problem-solving.

7. Why should an extended definition be used?

Extended definitions will help you get a concept or theory across to the audience. Making an extended definition requires you to think more carefully about your intended audience and what they need to know.

8. How will you write an extended definition?

Step 1. Specify the term being defined and its category or class.

Step 2. Present clear and basic information of the differentiating features.

Step 3. Expand by adding more specific information.

Think about:

Which examples help readers to understand the term and will appeal to readers?

Will a brief story reveal the term's meaning?

Do not use any examples that will not support the definition?

Avoid circular definition.

Step 4. Use narrative materials such as facts, examples, or anecdotes that readers can understand better.

9. In academic contexts, narrative materials cover a broad scope. What can be used as narrative materials?

Descriptions, book reports, proposals, presentation of data, explanation of ideas, illustration of evidence, examples, etc.

10. What are the five note-taking methods?

the Cornell method, the Outline method, the Mapping method, the Charting method, the Sentence method.

Mapping:

produces a graphic representation of the content of a lecture by forming relations between facts and ideas. maximizes active participation and emphasizes critical thinking.

Tab approach:

Step1: Take down the term central to the topic of the lecture.

Step2: Add around the term two main branches, one for the class, the other for differentiating features

Step3: Branch out like trees and add more relevant information from the lecture

STUDY TIP

Apart from such suffixes as -ness, -tion, -ing, the following suffixes also help a verb or adjective change to a noun: -ment, -th, -ence, -tance, -cant, -al, -er, -ee, -age, -ism, -ist, -cian, -graph, -ant, -ent, -ality, -ology. These suffixes may help you to recognise noun forms you might come across in your academic reading.

p. 25

In academic writing, a noun phrase can be used to express ideas clearly and concisely. A noun phrase consists of a heart now that is expanded and modified by determiners, quantifiers, adjectives, prepositional phrases, and relative clauses. Almost every sentence contains at least one noun phrase.

Components of noun phrases					
Quantifier	Determiner	Adjective	Noun	Prepositional phrase	Relative clause
all	the	blue	man	before	who
every	my	old	woman	from	that
each	any	exciting	university	with	which
some	his/her	beautiful	person	where	whose
few	a	favourite	education	in	where
both	its	interesting	material	above	when
many	this	large	library	on	
none	that	important	chemical		
any	these	strong	concrete	by	
most	those	first	steel	of	

Unit 2

1. What is contextualization?

The process of introducing background information is called contextualization. In any kind of writing, providing background information is essential to familiarizing the reader with the topic and helping the audience get a fuller picture of the topic.

Background information:
provide general context
help the audience understand

Contextualization:
the process of introducing background information
a well-defined research problem is placed within a larger setting

Background information:
the history and nature of a well-defined research problem
reference to the existing research literature

Background information:
the origin of the problem being studied
scope
the extent to which previous studies have successfully addressed the problem
where gaps exist that your study attempts to investigate

2. Could you list several types of context?

geographical, gender, disciplinary & interdisciplinary

The cultural, economic, political, historical, social, philosophical, or technological context.

3. Where can you find the contextualization of a research problem in an academic article?

In the introductory section.

Contextualization:
article introductory section

4. What kind of plane figure does the structure of an introduction resemble?

An inverted triangle.

Contextualization:
build up the reader's confidence in the overall quality of your research by placing the topic in context

Contextualization:
descriptions of important, relevant research studies
explanation of research studies
as part of the introduction or in a separate literature review section

p. 28

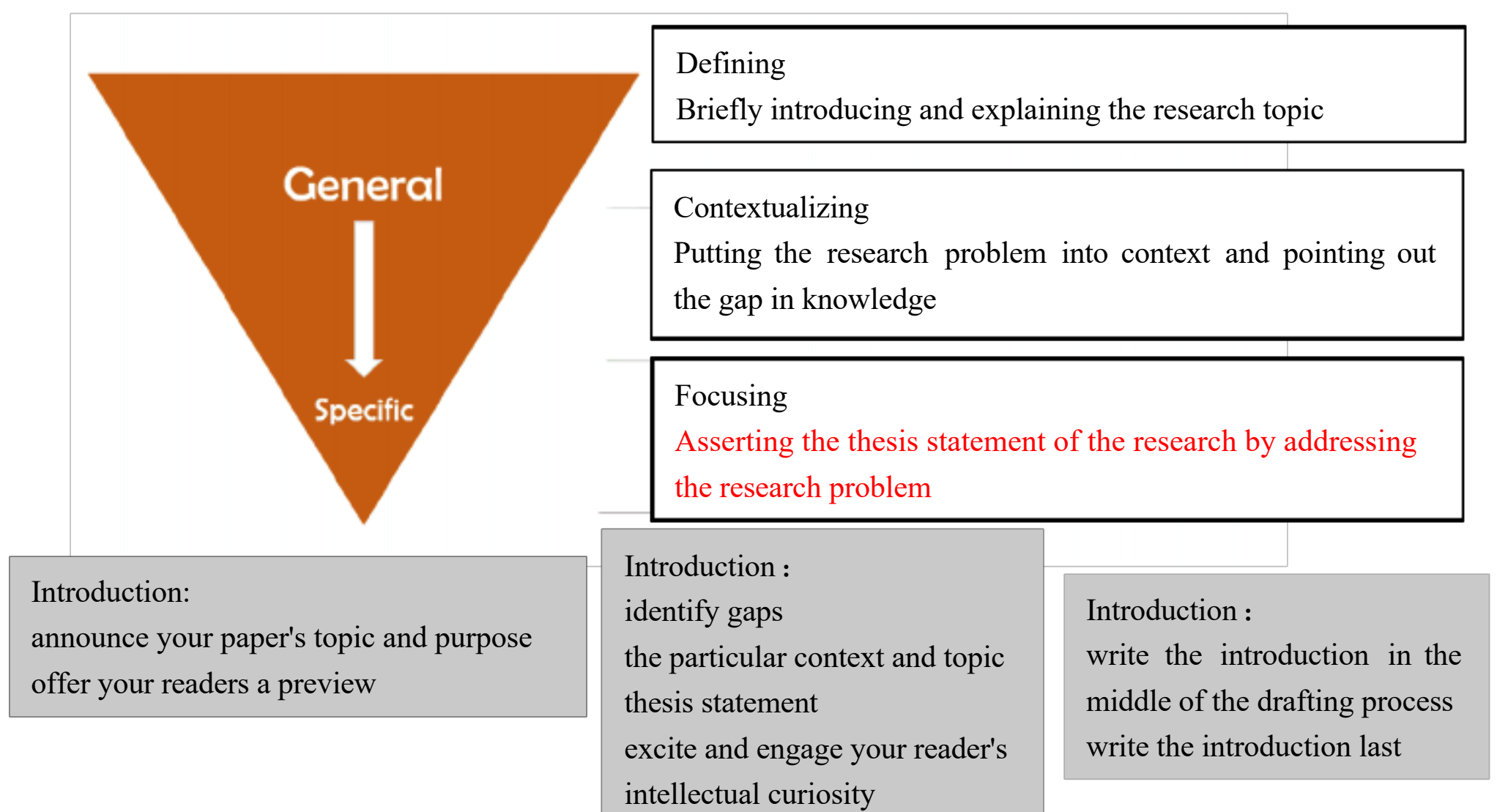
The primary function of an introduction is to define and contextualize the topic. The context is the frame within which the topic will be discussed. Considering the audience is important. It may be useful to suppose that your readers are from an alien planet. In that way, you could explain this topic more thoroughly and effectively. However, it is sometimes necessary to assume that your readers have some prior understanding of the topic. Although it is true that sufficient background information helps your reader arrive at a broad understanding of the research problem being investigated, extensive information is also unnecessary and inappropriate given who your target readers are. For instance, if your professor wants you to write an essay on Marx's view on social systems, beginning with an explanation of who Karl Marx is would not be considered the necessary.

p. 30

Background Information vs. Literature Review

Incorporating background information into the introduction is intended to provide the reader with critical information about the topic being studied, such as giving the reader the relevant facts about your topic, highlighting and expanding upon foundational studies conducted in the past, important historical events that inform why and in what ways the research problem exists, or defining key components of your study (concepts, people, places, things). Although in social sciences research introductory background information can often blend into the literature review portion of the paper, basic background information should not be considered a substitute for a comprehensive review and synthesis of relevant research literature.

5. Where does contextualization fit within the inverted triangle introduction?



Introduction :

might vary depending on the type of research paper and the length requirement

Description writing:

the setting of the research

a general description of a piece of literature, or art

the list of measurements taken

an account of the biographical details of a key figure in the discipline

a brief summary of the history leading up to an event or decision

6. What are the different types of introduction?

1) Inverted triangle introduction

2) Contrast introduction

3) Anecdote introduction

4) Question/quotation introduction

Description writing:

sharp, colorful details

objective description is 'how the thing is' (informative & physical objects or abstract entities such as an experiment, historical event, natural phenomenon, or theory)

7. What kind of writing is mainly used in introducing background information?

a) Inverted triangle introduction :

Description.

begins with a broad statement of the topic and then narrows it down to a specific thesis statement

b) Contrast introduction :

starts with an idea or a situation that is the opposite of the one that is to be developed

the listener will be surprised and then intrigued by the contrast between the opening idea and the thesis that follows

c) Anecdote introduction :

use an incident or a brief story which appeals to the listener's curiosity

d) Question/quotation introduction :

encounter two more types of introduction, one starting with questions and the other with a quotation be likely to find the answer to the question in the following introduction

use an incident or a brief story which appeals to the listener's curiosity

p. 31

Description is the main writing technique used in contextualization, which is an important part of an introduction. Description is also quite common in other sections of academic writing. For instance, in research articles in engineering, description can be used to introduce the materials and methods of the experiment; in research articles in social sciences, description could be used to introduce the data and samples on which the findings are based. The targets under description range from concrete objects and abstract entities to processes. The styles description also range from purely linguistic to multimodal, which means using both language and image for A clearer description. The language of description should be concrete and specific rather than general and vague. Remember, in scientific articles, vivid language may not be necessary.

p. 49

Academic writing differs between two major types of visual aids, namely tables and figures. Tables are mainly used to present all raw data and explaining variables whereas figures (which includes graphs, charts, drawings, photos, maps, etc.) are to display trends and patterns of relationships. Each table and figure should be numbered separately and should include a caption/legend. However, please note that the table legends should go above the table, while figure legends below the figure.

p. 32

When describing a chart/figure/table. You're advised to follow four stages. Stage 1: Describe the general topic the chart/figure/table concerns, and give background information. Stage 2: Explain what the chart/figure/table shows and briefly expand on the title of the chart/figure/table by providing more details, such as what is shown by each axis on a graph, or each column in a table. Stage 3: Highlights the information a

particular interest or relevance, focusing on a new aspect of the information. Stage 4: Comment on the information by emphasizing the significance of the information to the essay or report more generally, or on the limitations of the information.

p.45

Taking notes of the descriptive background information is helpful for you to have a better understanding of the lectures, you will frequently witness in academic contexts. While taking note of this type of information, you're advised to write down each piece of key information using no more than three words. This trains you to focus on the key information while listening. In addition, while listening to description of data, it may be easier to take notes by using figures or tables.

p. 40

Academic writing should be clear, concise, accurate, objective and logically structured. The use of a passive voice is very common in the description of processes in academic writing. One advantage is that the use of the passive voice omits the agent that is rather obvious to the reader (such as human beings), thus increasing the objectivity of writing. Furthermore, there is also the use of what is known as "middle voice" in the excerpt (e.g., water... leaves... does..., ... flows ..., ...falls...). The middle voice is in the middle of the active and the passive voice because the subject cannot be categorized as either agent or patient but has elements of both.

An academic paper:
what it's about
its background or context
its goals or purposes

Overview:
show the importance and relevance
set up the reader's expectations

Scientific writing:
forms from a lab notebook to a project report
forms from a paper in an academic journal to an article in a scientific magazine

Five-step writing strategy:

Step 1: explain briefly the historical background

Step 2: expose relevant contexts

Step 3: refer briefly to other scholars

Step 4: explore how your analysis fits into a larger discussion

Step 5: evaluate your primary topic of research

Characteristics:

It's clear – and avoids unnecessary detail

It's simple – and uses direct language

It's structured logically

It's accurate and avoids vague and ambiguous language

It's objective – statements and ideas are supported by appropriate evidence

Scientific writing

two grammatical features

voice and tense

Voice:

avoid the use of personal expressions or statements

make their writing impartial and formal

Voice:

impersonal

The explanation for this phenomenon may be found in...

personal

We/I believe that the explanation for this phenomenon may be found in...

Passive voice:

- a) Scientific writers tend to use passive rather than active expressions
- b) when you wish your writing to be formal and de-personalized
- c) when the agent is obvious or unimportant or you don't know who the agent is

Passive voice:

clumsy and overcomplicated

passive

active

Active voice:

clearer

more direct

easier

Past tense:

experiments or observations took place prior to the time of writing
may not be appropriate for everything

Different tenses:

what happened or what you did in the past

what you conclude and what will be an issue for the future

Preposition:

locators of time and space

relationship among other words in a sentence

direction, place, time, cause, manner and amount

Preposition phrase:

the preposition

object of the prepositional phrase

any associated adjectives or adverbs

function as a noun, an adjective, or an adverb

The preposition of time:

- a) one point in time
on days and dates
at specific times
in non-specific times
- b) extended time
since, for, by, from to, from-until, during, and (with)in

The preposition of space:

at specific addresses
on names of streets, avenues
in names of land-areas
compare the different locations of two object or concepts
e.g. The study load per pupil is shown below.

Preposition phrase:

point backwards and forwards in a text

e.g. As we mentioned earlier, both approaches were formerly implemented in a 3D-VAR scheme.

CHECKLIST Introduction of your academic paper

1 Defining the research topic.

- ☐ Do you introduce briefly the research topic covered in your paper?
- ☐ Do you explain clearly the research topic?

2 Contextualising the research topic.

- ☐ Do you put your research topic into an appropriate academic context?
- ☐ Do you point out the gap in knowledge critically?

3 Focusing on addressing the research problem.

- ☐ Do you assert clearly the thesis statement of your research paper?
- ☐ Does your thesis statement address the research problem effectively?

4 Writing in a formal and academic manner.

- ☐ Does your introduction embody the features of academic writing: simple but clear, impartial and objective, logically structured and accurate?
- ☐ Does your introduction use mainly passive voice and past tense?

p. 51

When you are writing a description from a more objective angle (for example, describing a system or aspect of culture of your country in a more academic style),

you may find it useful to consider the following tips to make the description useful and informative.

- Plan your writing briefly before you start
- Always write about a topic that you know and with which you are comfortable.
- Keep your ideas simple
- Make your point of view clear
- Make sure that you group your ideas into paragraphs, and try to avoid one or two-line paragraphs
- Use more accurate and specific if language, appealing to your readers' senses (sight, hearing, taste, smell, and touch)
- Use linking devices and connecting words, but do not use too many of them

p. 54

A prepositional phrase is a group of words made up of a preposition, its object, and any of the objects' modifiers. Prepositional phrases can modify nouns, verbs, phrases and clauses. In academic writing, prepositional phrases are commonly used because "they allow a writer to structure a great deal of information compactly".

Unit 3

Classification:

a way to organize information
in order to make things clear and
avoid confusion
forms the basis of the comparison
technique in academic English

Classification:

many things can be classified in more than
one way
they are arranged into logical categories
you should determine a classifying
principle, so that the categories are logical

1. What is classification?

is the process of arranging items into categories based on shared characteristics.
Classification is a convenient way to organize information to make things clearer and to avoid confusion.

Classification paragraph:

Includes examples and other supporting details
to communicate categories for the items
so that comparisons and contrasts can then be made

2. A common standard should be employed to rate and rank the categories, and to ensure that the categories follow a single organizing principle.

3. What is the difference between comparison and contrast?

Comparison emphasizes the similarities between things, ideas, concepts, or points of view, while contrast emphasizes the differences.

Comparing and contrasting:

A process of analysis
helps to explain things in greater depth

Comparison:

in the same way
likewise
similarly

Contrast :

however
in contrast
yet
on the contrary

4. What is the difference between comparison and mere description?

- 1) The similarities or differences between things are analyzed in comparison in order to make connections and generate an interesting analysis.
- 2) Description is to present information, accepted knowledge, observations, process or method objectively.

Comparison and contrast:

Signal words
Metaphor
Simile
Comparative degree

Compare and contrast :

aim to go beyond mere description or summary
emphasize the similarities or differences between things in order to make connections and generate an interesting analysis
should make a point or serve a purpose

Serve a purpose:

It could help to describe or explain something
lead to a fresh insight or new way of viewing something
highlight a discrepancy in data or information
evaluate points across multiple texts

Comparison essay:

highlight similarities & differences
evaluate and recommend options

Organize a comparison essay:
point-by-point pattern
block pattern
combination pattern

Point-by-point pattern:
The first paragraph considers the first point of comparison, and discusses the similarities of A& B
The next paragraph considers the next point of comparison and so on.

Block pattern:
First, the important features and points of comparison of A are discussed.
Then, all of the important features of B are discussed, explaining how they compare or contrast with those of the first item.

Combination pattern:
also called the likeness-differences pattern
begin with a few paragraphs using the block pattern
then move on to point-by-point pattern

A rough outline:
use a diagram or a chart
help you identify and keep track of the important similarities and differences

Academic talk:
Prioritize to identify the important information.
Organize information to identify relationships between the ideas and concepts presented.
Anticipate the upcoming ideas and information.

Charting method:
great for subject matter that can be broken down into categories
enables you to quickly identify the relationships of information.

Charting method:
Step 1: Determine the categories to be covered in the lecture
Step 2: Draw a table and head each column with the category
Step 3: Record information

Comparison essay:
differences and similarities of two distinct subjects or sources
make a meaningful argument introduction, body and conclusion.

Introduction
the frame of reference
the grounds for comparison
the thesis

The frame of reference:
you place the two things you plan to compare and contrast
specific sources
your own thoughts or observations

The grounds for comparison :
the rationale behind your choice
the choice is deliberate and meaningful

The thesis:
the gist of your argument
the point to be made in the essay
the two subjects to be compared
the criteria for the comparison

Main body:
subjects and the points of comparison
topic sentences and supporting details
covers both subjects equally and thoroughly

Conclusion:
a brief, general summary
similarities and differences
restate the thesis with a concluding remark

Cohesion:
connection and coherence of ideas
ensures academic communications are logical
can be achieved through both grammatical and lexical elements

Connective:
create and express logical relationships
join words, phrases or sentences
a cause and effect
prioritize information
contrast information

Types of connectives: join clauses together create cohesion between sentences create cohesion between several paragraphs	Types of logical relations: Contrast 反义 Reinforcement 加强 Consequence 结果 in that case Similarity 相似 Concession 让步 yet despite nevertheless
p. 62 In academic contexts, comparison of published definitions helps the reader avoid confusion or misunderstanding of terms indicating ideas, concepts or objects. When you use comparison and contrast to define things, either abstract or concrete, you should show what the subject is like, and then show how it differs from others.	



1. What are the possible relationships between two notions?

1) a causal relationship	Causal:
2) an inclusive relationship	Usually when we are trying to explain a problem, a phenomenon, or an event
3) an opposite relationship	Inclusive:
4) a parallel relationship	We come across this relationship mostly in academic fields when explaining a mathematic notion, we usually use a tree graph to facilitate understanding

2. How do the different relationships function in explaining a notion?

Generally, these relationships will provide a clear outline for writers to present a notion and a clear structure for readers to obtain information from the explanation.

3. What is an analogy?

An analogy is a comparison between two things, usually for the purpose of explanation or clarification. It aims to explain one thing by comparing it to something that is familiar.

	Analogy constructing and explaining rough theoretical notions by visualizing the notions
p. 98	Analogy Part/whole analogy Tool/worker analogy
Analogy is a very important method commonly used in academic English. Compared with comparison, analogy emphasises the similarities, not the differences. It enables people to understand a novel concept or process more easily. However, an inappropriate analogy can also lead to misunderstanding. How to make an effective analogy depends on the target you have selected for the source and the similarities you have chosen. Reading formal, academic, scientific articles, journals and books may help you develop this ability.	

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/448041055056006117>