ACADEMIC WRITING IN A MULTILINGUAL AND MULTIDISCIPLINARY CONTEXT

Damian Finnegan
Asko Kauppinen
Anna Wärnsby
Reihaneh Eskandari
Hannah Runnqvist
Lisa Teubler

Writing Unit
HOW TO IMPROVE STUDENT WRITING?

OUR REALITY:
ACADEMIC WRITING I

• 300 students per year
HOW TO IMPROVE STUDENT WRITING?

OUR REALITY: ACADEMIC WRITING I

• Widening participation policy
  – Different cultural and ethnical backgrounds
  – English is not necessarily an L2
HOW TO IMPROVE STUDENT WRITING?

OUR REALITY: ACADEMIC WRITING I

• Diverse academic disciplines
  – English: linguistics, literature and education
  – Social Studies, etc.
HOW TO IMPROVE STUDENT WRITING?
WRITING IS A PROCESS

- E-platform
- Teaching assistants
- Course literature
- Lectures
- Seminars

New input

Traditional input
HOW TO IMPROVE STUDENT WRITING?
WRITING IS A PROCESS

Individualised learning paths

New input

Traditional input

NATIONAL FORUM FOR ENGLISH STUDIES
UMEÅ 2011
WHY E-PLATFORM?

- “Quality time”
- Tracking student performance
- Supplementary multimedia teaching materials
- A consistent and familiar place
WHY E-PLATFORM?

—“Quality time”
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- “Quality time”
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WHY E-PLATFORM?

- “Quality time”
- Tracking student performance

– Supplementary multimedia teaching material

- A consistent and familiar place
WHY E-PLATFORM?

- “Quality time”
- Tracking student performance
- Supplementary multimedia teaching materials

-A consistent and familiar place
Course ID: finnegan246348C

AW Spring Term 2011: Group 1 EN208E

To Do

START HERE!
Grammar Self-Assessment Diagnostics
Research Self-Assessment Diagnostics

View My Study Plan
View My Assignments
View My Gradebook

My Resources

Tutorials and Exercises
Writing
Grammar
Research

View eText

Course Communication

Podcasts / Blog
Announcements

There are currently no announcements.

Email Instructor

Course Documents

Oral Presentation.pptx

Learning with MyCompLab

Getting Started
I Want To ...
How-To Videos and Tours

Subscription Expires 08/25/2014
Extend Access >
HOW DO WE DO IT?
CALENDAR

Assignments

- Thesis
- Organizing

Page 48 (Believing/Doubting): Draft 1

Listing Ideas

- Commas and Comma Splices
- Identifying and Correcting Run-Ons and Comma Splices (eBook)
- Semicolons (eBook)
- Colons (eBook)
- Common Errors: Five Ways to Fix a Comma Splice Error
- I/A - Run-on Sentences and Comma Splices
- Semicolons to Separate Main Clauses
- Semicolons with Conjunctional Adverbs
- Semicolons with Items in a Series
- Identifying and Correcting Run-Ons and Comma Splices (eBook)
- Semicolons
- FANBOYS
- B/I - Fused Sentences, Comma Splices, and Sentence Fragments

Date            Status
Due 02/01/11    Not Started
Due 02/01/11    Not Started
Due 02/02/11    In Progress
Due 02/02/11    Not Started
Due 02/02/11    Not Started
Due 02/02/11    Not Started
Due 02/02/11    Not Started
Due 02/02/11    Not Started
Due 02/02/11    Not Started
Due 02/02/11    Not Started
Due 02/03/11    Not Started
Due 02/03/11    Not Started
Due 02/03/11    Not Started
Due 02/03/11    Not Started
Due 02/04/11    Completed
Due 02/04/11    In Progress
Due 02/05/11    Not Started
## HOW DO WE DO IT?
### THE LIST OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Due Date</th>
<th>Type</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Page 26 of A&amp;B: Draft 1</td>
<td>Due 01/26/11</td>
<td>Composition</td>
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<tr>
<td>Capitalisation Usage</td>
<td>Due 01/27/11</td>
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<td>Listing Ideas</td>
<td>Due 02/02/11</td>
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<td>Due 02/02/11</td>
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<td>Due 02/04/11</td>
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<td>Due 02/04/11</td>
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<td>Due 02/06/11</td>
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<td>Apostrophes</td>
<td>Due 02/09/11</td>
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<td>Not Started</td>
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<tr>
<td>Colons</td>
<td>Due 02/09/11</td>
<td>Skill Building</td>
<td>Not Started</td>
</tr>
<tr>
<td>Comma Usage</td>
<td>Due 02/09/11</td>
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<tr>
<td>Transitions</td>
<td>Due 02/12/11</td>
<td>Skill Building</td>
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<tr>
<td>Writing Paragraphs</td>
<td>Due 02/12/11</td>
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<td>Finding and Evaluating Sources</td>
<td>Due 02/16/11</td>
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<td>Integrating Sources and Plagiarism</td>
<td>Due 02/20/11</td>
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<td>Plagiarism &amp; MLA</td>
<td>Due 02/23/11</td>
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<td>Writing to Argue and Persuade</td>
<td>Due 02/23/11</td>
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<td>Due 02/24/11</td>
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<td>Generating a Field Research Question: Draft 1</td>
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<td>APA &amp; Plagiarism</td>
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<td>Final Paper Examination: Final Draft</td>
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<tr>
<td>Final Paper re-exam 1: Final</td>
<td>Due 04/26/11</td>
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<td>Mid-term Re-exam 2: Final draft</td>
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<td>Field Research Re-exam: Draft 1</td>
<td>Due 05/25/11</td>
<td>Composition</td>
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</table>

**Assessor feedback**:
- Page 26 of A&B: Draft 1
- Capitalisation Usage
- Listing Ideas
- Page 48 (Believing/Doubting): Draft 1
- FANBOYS
- Semicolons
- Subject-Verb Agreement
- Apostrophes
- Colons
- Comma Usage
- Transitions
- Writing Paragraphs
- Finding and Evaluating Sources
- Integrating Sources and Plagiarism
- Plagiarism & MLA
- Writing to Argue and Persuade
- Thinking Critically: Draft 1
- Peer review (mid-term) 1: Peer Review 1
- Generating a Field Research Question: Draft 1
- Mid-Term Exam: Final
- APA & Plagiarism
- Peer Review (final paper) 2: Peer review 2
- Final Paper Examination: Final Draft
- Mid-term re-exam 1: Draft 1
- Final Paper re-exam 1: Final
- Oral Re-exam: Draft 1
- Mid-term Re-exam 2: Final draft
- Field Research Re-exam: Draft 1

**Automatic feedback**:
- Page 26 of A&B: Draft 1
- Capitalisation Usage
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- Plagiarism & MLA
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- Peer review (mid-term) 1: Peer Review 1
- Generating a Field Research Question: Draft 1
- Mid-Term Exam: Final
- APA & Plagiarism
- Peer Review (final paper) 2: Peer review 2
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- Mid-term re-exam 1: Draft 1
- Final Paper re-exam 1: Final
- Oral Re-exam: Draft 1
- Mid-term Re-exam 2: Final draft
- Field Research Re-exam: Draft 1

**Peer feedback**:
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- Plagiarism & MLA
- Writing to Argue and Persuade
- Thinking Critically: Draft 1
- Peer review (mid-term) 1: Peer Review 1
- Generating a Field Research Question: Draft 1
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- APA & Plagiarism
- Peer Review (final paper) 2: Peer review 2
- Final Paper Examination: Final Draft
- Mid-term re-exam 1: Draft 1
- Final Paper re-exam 1: Final
- Oral Re-exam: Draft 1
- Mid-term Re-exam 2: Final draft
- Field Research Re-exam: Draft 1

**Teacher feedback**:
- Page 26 of A&B: Draft 1
- Capitalisation Usage
- Listing Ideas
- Page 48 (Believing/Doubting): Draft 1
- FANBOYS
- Semicolons
- Subject-Verb Agreement
- Apostrophes
- Colons
- Comma Usage
- Transitions
- Writing Paragraphs
- Finding and Evaluating Sources
- Integrating Sources and Plagiarism
- Plagiarism & MLA
- Writing to Argue and Persuade
- Thinking Critically: Draft 1
- Peer review (mid-term) 1: Peer Review 1
- Generating a Field Research Question: Draft 1
- Mid-Term Exam: Final
- APA & Plagiarism
- Peer Review (final paper) 2: Peer review 2
- Final Paper Examination: Final Draft
- Mid-term re-exam 1: Draft 1
- Final Paper re-exam 1: Final
- Oral Re-exam: Draft 1
- Mid-term Re-exam 2: Final draft
- Field Research Re-exam: Draft 1
3. Which of the following correctly uses *coordination* to combine these two sentences.

Janine wanted to train it not to chase squirrels. She worked with it for three weeks.

a) Janine wanted to train it not to chase squirrels, for she worked with it for three weeks.
b) Janine wanted to train it not to chase squirrels, so she worked with it for three weeks.
c) Janine wanted to train it not to chase squirrels, yet she worked with it for three weeks.
d) Janine wanted to train it not to chase squirrels, or she worked with it for three weeks.

Each coordinating conjunction has a different meaning. The coordinating conjunction *so* means therefore, so it properly links the two ideas with equal emphasis.

Next Question
Disagreeing on this is going to be a challenge for me but here goes nothing.

Talking while driving shouldn't be illegal because it is the same as talking to the person next to you. The only thing different is that when the driver is on the phone he is using a device and the substitute for the device is the passenger. Let us say that the driver is in a deep conversation with his passenger and in order to have a dialog they are probably going to look at each other and that leads to the driver not paying attention to the road which makes this situation far more dangerous than talking on a cellphone. Obviously, any distraction while driving is bad and this includes the radio; in the sense that there are some people that sing along with the songs and this could easily distract them from their main task which is driving. But no one makes the radio a big issue even though it is also a distraction, so why make a big deal out of the cell phone?

Excellent! You have clearly asserted that driving while talking on a cell is dangers and have illustrated and extended the idea incorporating the hands free kit. You rebuff the assertion well, rebutting and questioning what the difference is. If you apply this method when writing a classical argument paper, you should have no problems forming, asserting and counterarguing a thesis.
Student name
Damian Finnegan
English Studies
2 Mars 2011 English, please

Divorce creates long-term negative effects for children\textit{Capitulation problems: Capitals have special rules for titles, names, or quotations, and after certain punctuation marks.}.

As we all know divorces divorce is a common thing that will never go away,\textit{Sentence break: turn the following into a separate sentence for clearer presentation of sequence of ideas.} children are often caught in between the divorces. 75% to 80% of children in a divorce will get through without problems, but, a fourth of all children in a divorce will have problems all-throughout their life.\textit{In-text Citation: Cite your source in the text using parentheses (MLA or APA)} don't use a stat without citing a source. I believe that divorces have a long-term effect on children in a bad way; \textit{Semicolon misuse: you have misunderstood the usage of the semicolon} it could affect their self-respect and make them feel depressed, it could make them spoiled and it can have a huge impact on their academic life not immediately clear that these are the four points you will be addressing. Frame them better. So in this paper I will show you how a child that has not been dealt with accordingly will have a bit of a problem in the real life when they grow up.

To begin with their mental health \textit{(self-respect and depression from above??)}, there is a large amount of stress on the children in a divorce.
HOW DO WE DO IT?
TEACHER FEEDBACK
## HOW DO WE DO IT?
### WRITING RESOURCES FOR STUDENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Require</th>
<th>Hide/Show</th>
<th>Notes</th>
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<td>Writing</td>
<td>All Assets</td>
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<tr>
<td>Grammar</td>
<td>Learning Objectives</td>
<td>Shown</td>
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<td></td>
<td>Appropriate Abbreviations</td>
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<td>Numbers in Writing</td>
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<td>Capital Letters (eBook)</td>
<td>Due 01/23/2011</td>
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<td>Numbers (eBook)</td>
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<td>Abbreviations (eBook)</td>
<td>Shown</td>
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<td>B/I - Numbers</td>
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<td>B/I - Numerals and Written Numbers</td>
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<td></td>
<td>B/I - Written Number or Numeral</td>
<td>Shown</td>
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</tbody>
</table>
Capital Letters

Most writers agree on the conventions for using capital letters, but on occasion usage varies. When in doubt about whether to capitalize a particular word, consult a good dictionary.

Capsitals for First Letters of Sentences and Intentional Fragments

Capitalize the first letter of the first word in every sentence and also in sentence fragments used intentionally for effect. In fragmentary questions in a series, initial capital letters are optional.

That man is a liar and a scoundrel. What do you want me to do? Like him? Invite him to dinner? Offer him my money?

or

What do you want me to do? Like him? Invite him to dinner? Offer him my money?

Capsitals for Proper Nouns

Use capitals for all proper nouns. The following rules cover most cases you will encounter.

Capitalize the names of people.

Pete Rose; Muhammed Ali; Ho Chi Minh

Capitalize titles of people when the title precedes the name or when the title follows the name without an article.

Doctor Sarah Smith; John Jones, Professor of Mathematics

Do not capitalize titles of people that include an article (a or an).

Sarah Smith, a medical doctor; John Jones, a mathematics professor

Capitalize family relationship names (Mother, Uncle) when used with a name.

Please, Aunt Eloise, tell Grandfather (or grandfather) that dinner is ready.

When used in place of a name, capitalization is optional.

Do not capitalize relationship words when not used with a name or as a name.

I hear that my uncle and your father are going to visit Tony’s grandfather.

Capitalize the names of specific geographic locations, areas, and regions, including compass directions if they are part of a name.

Mount Everest; the Pacific Northwest; Main Street; the Hudson River; the South; Illinois

Do not capitalize geographic locations indicated by compass directions but not considered actual names.

the northeast part of the United States; a mountain south of here
HOW DO WE DO IT?
MORE EXERCISES

Using Capitalization I

1. Select the phrase that uses capitalization correctly.
   a) Southeast of Colorado
   b) in North America
   c) in East Texas
   d) to south Dakota

2. Select the phrase that uses capitalization correctly.
   a) his Achilles’ heel
   b) a Doctoral degree
   c) some Pepperoni pizza
   d) a Campus parking permit
WHY E-PLATFORM?

– “Quality time”
– Tracking student performance
– Supplementary multimedia teaching materials
– A consistent and familiar place
WHAT DO STUDENTS THINK ABOUT IT?

• Questions pertaining to **four areas**:  
  – Interface functionality  
  – The integration and alignment of MCL and other teaching material  
  – Usefulness of feedback  
  – Factors influencing acquisition of writing skills

• All questions graded on the **scale from 1 to 6**

• Colour scheme:  
  – **Green** → high grade (4-6)  
  – **Grey** → low grade (1-3)  
  – **Red** → NA
WHAT DO STUDENTS THINK ABOUT IT?
THE CALENDAR

- On the scale of 1 to 6 (1 being to “a very low degree,” 6 being to “a very high degree”), how useful did you find the calendar function in MCL?
WHAT DO STUDENTS THINK ABOUT IT?
E-PLATFORM’S IMPACT ON LEARNING

The process of writing

Critical thinking

Organising a paper

The English language

Fraction of answers (%)

Level 1-3

Level 4-6

0%

25%

50%

75%

100%
WHAT DO STUDENTS THINK ABOUT IT?
THREE LEVELS OF FEEDBACK

- E-platform (automatic)
- Assignment Assessor
- Teacher (on mid-term and final paper)
WHAT DO STUDENTS THINK ABOUT IT?

• How would you rate the course as a whole? (Mark your choice from 1-6 where 1 is "I am very displeased with the course" and 6 is "I am very pleased with the course")
ACADEMIC WRITING IN MALMÖ

Writing Unit

Damian Finnegam
Asko Kauppinnen
Anna Wärnsby

• Distance courses
• Co-operation with other departments and universities
• External proofreading

English Studies

Language Migration and Society

International Relations

Global Political Studies

Human Rights

European Studies

IMER

English Studies and Education

High School Projects

Internal Proofreading

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