Course type: Block Seminar

Writing an Academic Journal Article I & II

Organizational details

Instructor: Ina Alexandra Machura, MA

Date: BLOCK I: February 22 + March 01, 15 + April 12 2019   (always 9.00–13.00 h)
                BLOCK II: May 03, 10 2019   (always 9.00–13.00 h)
                BLOCK I can be attended without BLOCK II
                BLOCK II can be attended only after successful completion of BLOCK I

Location: Goethestr. 58, 35390 Giessen, Room 201

ECTS: BLOCK I: 4
                BLOCK II: 2

Max. number of participants: 15

Objectives

By the end of this course, participants will be able to:

- adopt a reader-oriented perspective to writing and compare different approaches to academic writing across disciplines
- identify reader expectations in different disciplines for journal articles
- structure an academic article based on readers' expectations, including developing an outline, maintaining a clear purpose in academic texts, and structuring each element in support of the central claim
- explicitly define the research gap to be filled by findings described in the text
- apply a draft-based strategy for writing and editing texts
- give and integrate feedback on academic texts
- transfer skills to future writing tasks as well as writing-intensive seminars in future teaching.

Content

BLOCK I focuses on developing the skills necessary to prepare an article for an international, peer-reviewed journal. We will explore the common features of academic writing across disciplines as well as the shared expectations for communicating empirical research findings, with a specific focus on the commonalities across social science disciplines and academic languages. The seminar will use a range of interactive exercises to expand on competences in structuring an academic article, applying a reader-orientation in writing. In fulfillment of the course requirements, participants will be expected to compose the foundation of an academic article.

BLOCK II focuses on participating in academic peer-review cultures and on revising and restructuring in the post-writing phase.

While the course language is English, the course will apply a writing-across-languages approach, with a particular focus on how the strategies discussed in class can be applied to other languages and genres.

Methods

This course is specifically designed to improve participants' understanding of academic writing as part of the research process. It applies an intensive writing approach using a progressive writing model. Each writing task will build upon the previous one, with a specific focus on encouraging participants' critical thinking about writing and their ability to use models in the composition and revision of their own texts. Participants will be given the opportunity to write and build upon drafts, with feedback from the instructor as well as their peers.

To gain the 4 ECTS credit points in BLOCK I participants have to produce:

- Article analysis (in-class writing)
- Topic sentences (in-class writing)
- Annotated article outline (2-3 pages, in-class and out-of-class writing)
- Introduction → Conclusion (in-class writing)
- Course reflection (1 to 3 pages, in-class and out-of-class writing)

To gain the 2 ECTS credit points in BLOCK II participants have to produce:

- Abridged article (max. 5000 words, out-of-class writing)
- Revision of the abriged article
- Written peer feedback (in-class and out-of-class writing)
- Course reflection (1 to 3 pages, in-class and out-of-class writing)

Target group

This block seminar is for early career researchers at the doctoral and postdoctoral level, particularly those from the social sciences, business, economics, and legal fields, who want to establish the foundation for their future academic careers.

Course language

English

Please note: As this is not an English language course, proficiency in English at the C1 (CEFR) level of proficiency is required.

Registration

By February 11, 2019 via e-mail at info@ggs.uni-giessen.de

Session date	Topics to be covered	Planned writing activity
22-Feb-19	- Knowledge domains of expert writers, scaffolding, modelling, transfer (across languages and writing tasks) - 'Introduction, Methods, Research, and Discussion' (IMRaD) structure - Swale's (1990) concept, 'Creating a Research Space' - Claim, supporting evidence, summary function - Overview of 'from reading to writing'- strategies	Article analysis
01-Mar-19	- Paragraphing (topic sentence, claims, supporting evidence and examples, summaries) - 'New paragraph = new idea' - Linking ideas and paragraphs (transition words and phrases) - 'Language of reader'- roadmaps (e.g., first, second, third)	Writing topic sentences
15-Mar-19	- The hook - Addressing a research gap - Articulating a research contribution	Annotated outline
15-Mar-19 to 29-Mar-19: Time to Write (annotated outline of research project)		
29-Mar-19: Submit annotated outline for feedback; feedback returned 05-Apr-19		
12-Apr-19	- Thesis statement (central claim) - Patterns of introductions - The conclusion: telling readers what you've already told them	Intro → Conclusion Course reflection

Session date	Topics to be covered	Planned writing activity
12-Apr-19 to 26-Apr-19: Time to write (abridged article)		
26-Apr-19: Submit abridged article for feedback; feedback returned 08-May-19		

03-May-19	- Introduction to peer feedback, including:
	    o Higher Order Concerns
	    o Lower Order Concerns
	    o Giving feedback
	    o Justified praise
	    o Formulating feedback
		Written peer feedback on abriged article

08-May-19: Submit peer feedback to lecturer		
10-May-19	- Responding to and implementing feedback	Revisions Course reflection
10-May-19 to 07-June-19: Time to Write (revision)		
07-June-19: Submit revision and course reflection		