JUSTUS-LIEBIG-
UNIVERSITÄT
GIESSEN

GGS
Gießener Graduiertenzentrum
Sozial-, Wirtschafts- und Rechtswissenschaften

Course type: Block Seminar

Writing an Academic Journal Article

Organizational details

Instructor:	*Dr. des. Janine Murphy, ZfbK*
Date:	2 blocks over 6 sessions: February 14, 21, 28, 2018;
	~~April 11, 18~~, 25, 2018, from 10-14 (c.t.) - the first two lessons of the second block have to be postponed
	Possible alternatives: May 2, 9
Location:	ZfbK, Karl-Glöckner-Straße 5A, room 115 (February 14, 21 & April 11, 18, 25) and room 108 (February 28)
ECTS:	6

Max. number of participants: 15

Objectives

By the end of this course, students 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 reader's 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

This block seminar 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, revising and restructuring in the post-writing phase. In fulfillment of the course requirements, participants will be expected to compose the foundation of an academic article.

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

Drawing on the needs expressed by participants in the recent survey on academic writing by GGS and the ZfbK, this course is specifically designed to improve participant's understanding of academic writing as part of research process. It applies an intensive writing approach using a progressive writing model. Each writing task will build upon the previous, 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 ECTS credit points participants have to:

- Annotated article outline (2-3 pages)
- Written peer feedback (Max. 750 words)
- Abridged article (Max. 5000 words)
- Course reflection (1-3 pages)

Target group

This block seminar is for junior researchers at the doctoral and postdoctoral level, particularly those from the social sciences, business, economic 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 level of competency is required.

Registration

By **February 1, 2018** via e-mail at info@ggs.uni-giessen.de.

Course Schedule

Session date	Topics to be covered	Planned writing activities
14-Feb-18	− 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.	Journal article analysis

Session date	Topics to be covered	Planned writing activities
21-Feb-18	− The hook − Addressing a research gap − Articulating a research contribution	Article abstract
28-Feb-18	− The outline − Introduction, body, conclusion model (tell them what you will tell them, tell them it, tell them what you told them) − Claim, supporting evidence, summary function − Overview of from reading to writing strategies	Defining a communicative goal in words (The what, the how, and the so what?)
March 1-March 16: Time to Write (annotated outline of introduction, methods, results/discussion)		
March 16-Submit for annotated outline for feedback; feedback returned March 31		
11-Apr-18	− Paragraphing (topic sentence, claims, supporting evidence and examples, summaries) − New paragraph, new idea model − Linking ideas and paragraphs (transition words and phrases) − Language of reader roadmaps (e.g., first, second, third)	Writing topic sentences
18-Apr-18	− Thesis statements (central argument) − Common pattern of introductions − The conclusion − Telling the reader what you have already told them	Draft introduction.

25-Apr-18	− Introduction to peer feedback, including:
	  o Higher Order Concerns
	  o Lower Order Concerns
	  o Giving feedback
	  o Justified feedback
	  o Formulating feedback
	− Responding to and implementing feedback
		Peer feedback round on introduction

May 1-June 1: Time to write (Abridged article: abstract, introduction, conclusion)		
Peer review: Submit to peer by June 1, returned by June 15		
Time to revise: June 15-July 1		
Submission: July 1, feedback by August 1		