

Academic writing for publication: Building an academic writing resource library

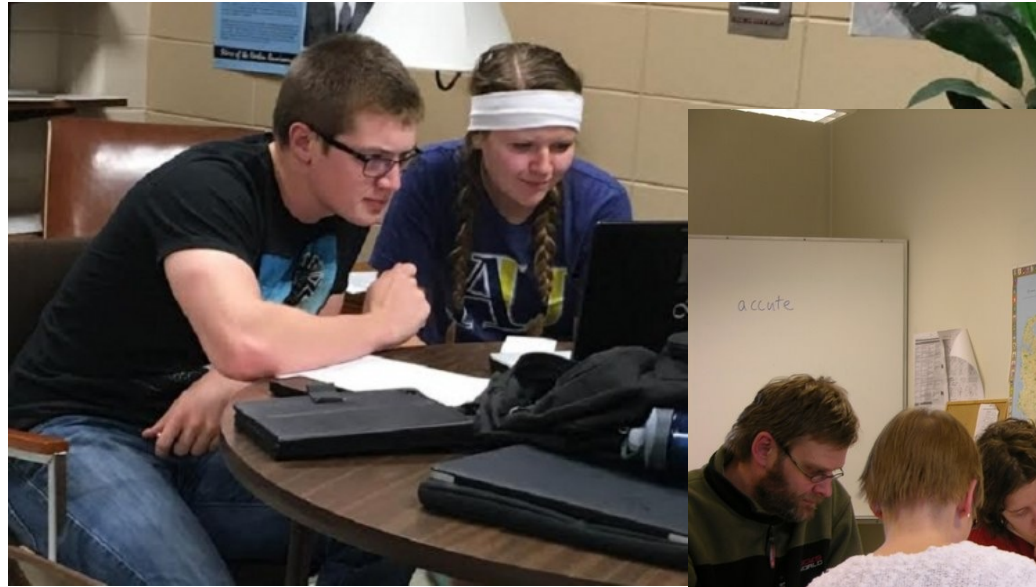


Jennifer Uhler
Regional English Language Office
U.S. Embassy Brasília



U.S. Embassy and Consulates in Brazil

A bit of personal history...



Common Problems

- Writing for university rankings
- Writing for tenure and promotion
- Writing as part of internationalization
- Lack of time for writing
- Lack of funds for editing
- Lack of availability of good content + language support
- Lack of writing experience (in English) and facility

Solution:

Faculty seminar series

Finding a way in Do you find it difficult to get started and keep on track with your writing projects? In this workshop, we'll look at various heuristics for beginning successful writing endeavors.	March 4	Näituse 2-113
Sentence variety Sometimes writers find themselves saying the same thing and using the same words over and over. We will look at a few ways to build interesting and varied sentences using different vocabulary and grammatical structures.	March 25	Näituse 2-113
Understanding Commas A tiny but confusing aspect of English punctuation, the comma will be the focus of this workshop. We will look at examples of writing and deduce some "rules of thumb" for dealing with commas in the future.	April 15	Näituse 2-113
Academic Communications Letter and email writing accompany the writing process for most academics. We will look at diplomatic language useful in managing such exchanges with foreign colleagues, reviewers, and editors.	May 6	Näituse 2-113
Finding the right transition Moving from one idea to another seamlessly can be tricky in writing. This workshop will focus on increasing your awareness of commonly-used transitional devices and add to your written repertoire of effective transitional	May 20	Näituse 2-113

Solution: Open office hours



Solution: Virtual hours

jennu.net

Jennifer Uhler

[Courses](#)

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[Welcome!](#)

[English for Faculty](#)
[English for Administrators](#)
[Workshops & Presentations](#)
[Calendar of Events](#)
[Resources](#)
[Other Activities](#)
[Contact](#)

Page tags

academic english for purposes
teaching

Add a new page

new page

[edit this panel](#)

Academic Writing Resource Lab

[Drop-In Hours](#)

[The Virtual Lab](#)

[Workshop Schedule](#)

[Topics and Concerns](#)

[Academic Writing Resources](#)

[Policies](#)

What is the Academic Writing Resource Lab?

This writing lab focuses on the academic writing needs of teaching faculty working at the University of Tartu. Recognizing the many demands of carrying out academic writing in a foreign language across various disciplines as well as individual needs for different kinds of language-support, the academic writing resource lab for faculty is a central place to ask questions about English, receive one-on-one or group tutoring about a specific topic, locate appropriate resources, and discuss academic discourse conventions. The writing lab will facilitate the following activities: critical text analysis of field-specific published articles, giving and receiving feedback, peer review, and writing for international publications in English. Handouts about common errors, grammar, punctuation, plagiarism, and different models of source citation can be provided upon request.

Note: The lab should not be considered an editing or proofreading service; rather, the aims of this learning opportunity are to increase participants' autonomy and confidence in writing and editing their own work. See [policies](#) for more information.

Registration

If you are interested in participating in the lab, you can either come by without an appointment, register via [the University of Tartu Training Web](#), or email [Jennifer Uhler](#) about a specific topic or area of concern.

[Drop-In Hours](#): Tuesday 12-2 p.m.

[The Virtual Lab](#): Thursday 2-4 p.m.

- Note: The Academic Writing Resource Lab will be closed for drop-in hours on Tuesday, March 18. Hours will resume as normal on Tuesday, March 25. Thank you for your understanding.

Meeting place: Näituse 2-113

Lab duration: February 12 – May 30, 2008

(Writing resource lab contact available consultation hours consist of two drop-in hours in a classroom space and two virtual lab hours per week (240 minutes total), beginning February 12 and ending May 30, 2008.)

Solution: TOT publication

Table of Contents

- 1. Now or Later? Prewriting, Planning, and Achieving Your Writing Goals.....Page 1**
By Ingrid Naumann, Arny Purba, Joanie Andruss, and Elvis Fernandes Brites da Cruz
In this workshop, participants explore the writing process, prewriting strategies, and different writing approaches. Participants learn how to break projects into manageable pieces and make specific plans to achieve their writing goal.
- 2. Painless Personal Statements.....Page 25**
By Ashley Valentini, I Nyoman Gede Putrawan, Sheridan Honore, and Mandra Saragih
Personal statements, mission statements, and statements of purpose are important parts of many types of applications. Participants in this workshop learn about the elements for such texts and practice creating a statement.
- 3. Making Your Research Publishable.....Page 42**
By Fabio de Oliveira Coelho, Sri Wahyuni, Marcela Angel, and Ni Wayan Mira Susanti
This workshop shows participants how to analyze articles from different journals in order to understand how to prepare and submit manuscripts. Participants will also discuss the importance of observing guidelines for submission to different journals.
- 4. Creating Interest in Research Article Introductions.....Page 61**
By Angela Dadak
In this workshop, participants discuss the important elements of a research paper introduction and discover organizational and linguistic techniques that establish the importance of the work.
- 5. Did I plagiarize? Avoiding Plagiarism in English Academic Writing.....Page 76**
By Rebecca Taylor, Viki Ardaniah, Leah Karels, and Andjar Sadik
Intellectually honest writing can be a complicated subject, and this workshop breaks it down into essential parts so that participants learn about different kinds of plagiarism and how to avoid it through quotations, paraphrases, and citation.
- 6. Graphs to Paragraphs: Explaining Data in Writing.....Page 94**
By Alicia Brill, Lusi Susanti, Alfredo Gaona, and Urai Salam
A graph or a table cannot speak for itself or explain why its data is important. This workshop guides participants through writing effective paragraphs to describe data, charts and graphs.
- 7. Abstracts: Straight to the Point.....Page 112**
By Sean Stellfox, Herman Felani, Casey Moorman, and Hesti Sulistyowati
Readers often use abstracts to decide whether an article is worth reading. Participants in this workshop will be able to identify the qualities of effective abstracts and improve their ability.
- 8. Strategies for Effective Proofreading and Editing for Publication.....Page 140**
By Jeremy Beal, Jenny H. Pakasi, Sultan Stover, and Christian Albert Lewler
Participants in this workshop learn techniques for editing and proofreading, review typical trouble spots as well as identify personal patterns of error, and practice strategies on example texts.
- 9. Keep Calm and Respond to Reviewers.....Page 160**
By Samar Aal and Sisilia S. Halimi
Receiving reviewers' comments can be frightening, and responding to them appropriately can be difficult. In this workshop, participants will analyze reviewers' remarks (and their own response to them) and learn techniques for responding professionally and effectively.

ACADEMIC WRITING FOR PUBLICATION

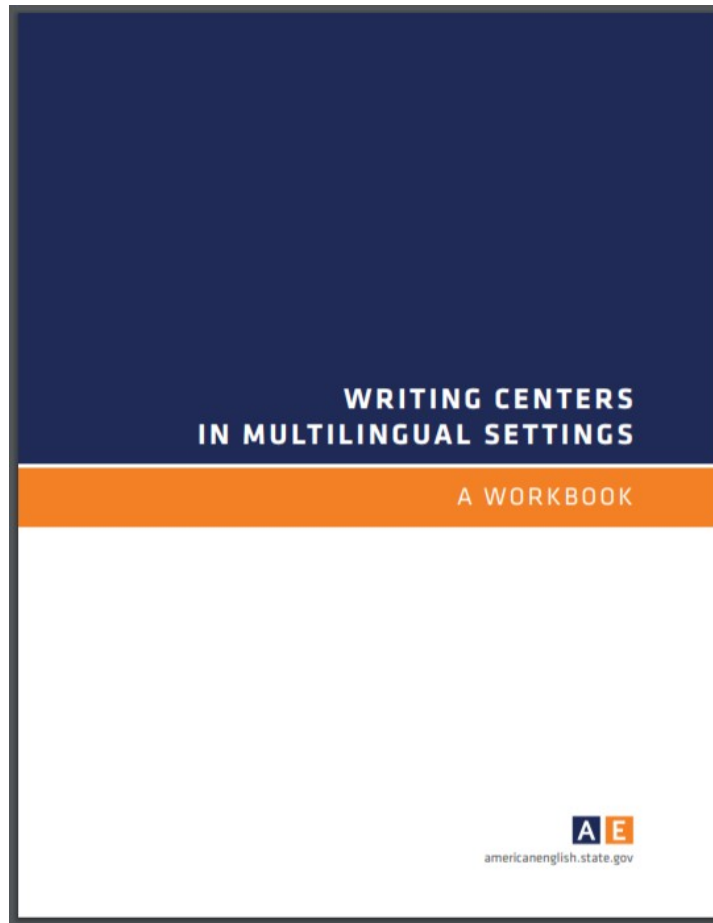
The Regional English Language Office for Indonesia & Timor-Leste

Workshop Materials
for Trainers Working
with University
Scholars

<https://id.usembassy.gov>

Solution:

Writing center resources



- Purdue OWL
- Bilwrite, Bilkent
- EWCA, IWCA
- Writing Center Journal
- Writing Lab Newsletter
- The Dangling Modifier, Penn State
- Praxis: A Writing Center Journal, UTexas
- CRLA Tutor Certification

<https://americanenglish.state.gov>

Some *good* questions

- Who is your audience?
- How many faculty do you think will use the service?
- Are there faculty from other faculties that might be willing to consult?
- How will you ensure feedback is appropriate?
- How will you train tutors to work with faculty?
- How will you advertise services?
- How will you communicate expectations of feedback verses proofreading?
- *What kind of institutional support do you have?*
- What human and physical resources do you have? What spaces?
- Is this sustainable?
- *What goals does the WC have? Do the goals of the WC and the institution intersect?*
- What services will you offer?

Hot tips

- Focus on the writer: Define the WC in terms of the writers served (North, 1984)
- Focus on process rather than product: It's about writing (Warnock and Warnock, 1984)

Hot tips

- Respect: Writers retain ownership and guide process in writer-centered consultations (North, 1984)
- Posture to collaborate: Both the writer and consultant learn (Grimm, 1996)
- Ask to explore. Answer together
- Resist picking up the red pen

Hot tips

- Open up: The setting creates room for relaxed, honest conversation and the translation of academic language to the everyday (Harris, 1995)
- Rapport provides the foundation for everything: Know the individual
- Create an inviting space: Tea, coffee, sofas, décor
- Time matters. So does wrap up and reflection.

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RELO BRAZIL®

Newsletter - April 2018

Welcome to the April English Learning Newsletter from the Regional English Language Office (RELO) of the U.S. Embassy Brazil! Here you will be able to find a compilation of English training opportunities, resources and content.

Inside this issue

Opportunities
Highlights
Materials and Resources

Opportunities

AE Facebook Live Series 2 to begin on May 2

**American English LIVE:
Teacher Development Series 2**

Every other Wednesday at 9 a.m. and 2 p.m. Brasilia Time.

REGIONAL ENGLISH LANGUAGE OFFICE

*The World is
Your Classroom*



U.S. DEPARTMENT OF STATE

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The Regional English Language Office promotes quality **English teaching** by providing academic expertise, consultative assistance, and materials resources for English teachers and learners

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