

ENGLISH WRITING FOR ACADEMIC PURPOSES

學術英文論文寫作與發表

Writing Courses

2

- **Fundamentals of English Writing**

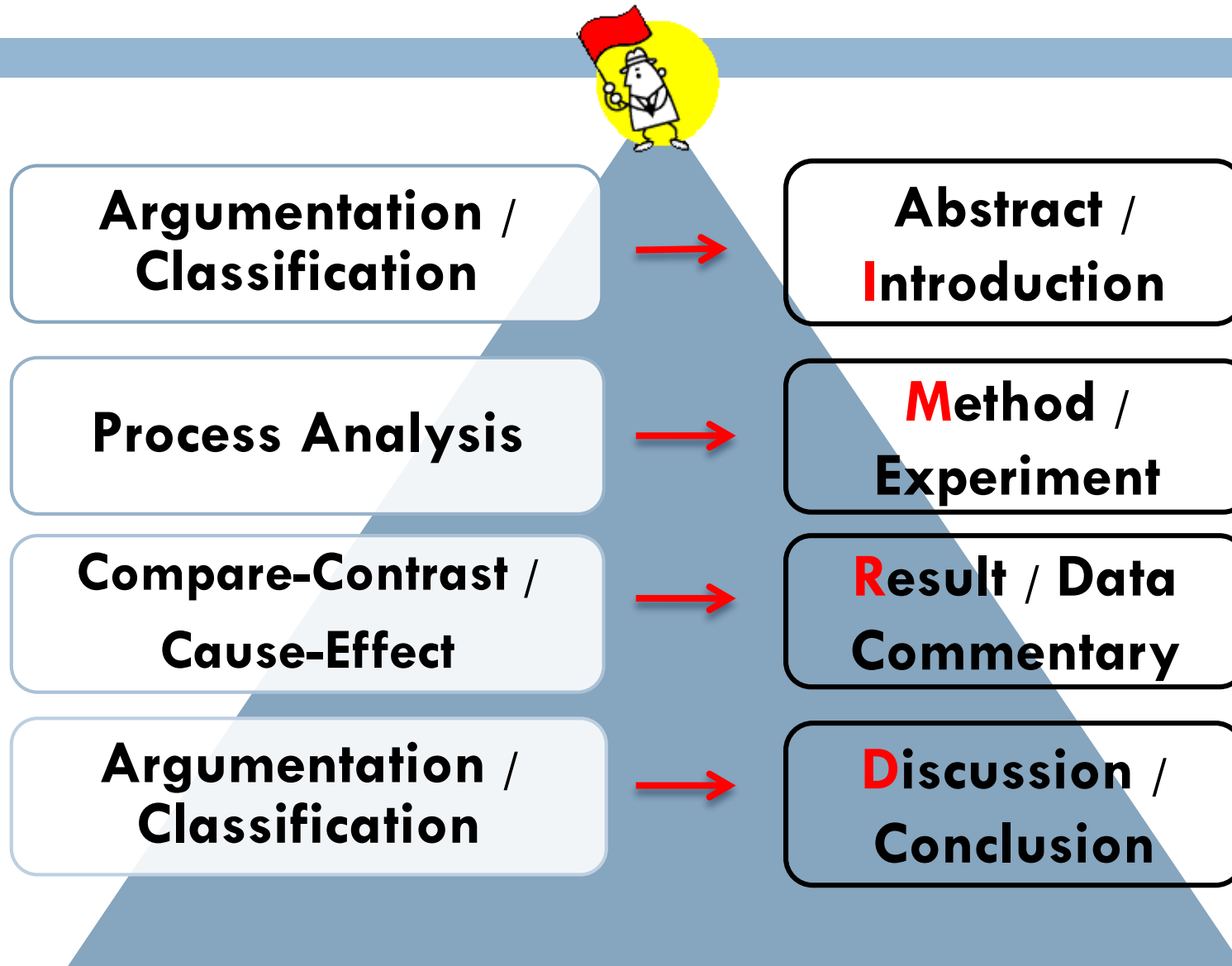
英文寫作基礎 (L1)

- **Academic English Writing**

學術英文寫作 (L2)

Application of the Five Genres

3



IMRD

Schedule

4

Week 1	Overview
Week 2	Presentation Basics and Script Writing
Week 3	Script Writing with AI, Voice Technique, Poster Presentation Design
Week 4	The 3 Minute Thesis Presentation: Design and Practice
Week 5	Slide Design and 3 Minute Thesis Presentation Workshop
Week 6	3 Minute Thesis Presentations
Week 7	Approach to Academic Writing
Week 8	Writing Definitions
Week 9	Writing Summaries
Week 10	Writing Introduction
Week 11	Introduction Move Analysis
Week 12	Writing Literature Review
Week 13	Writing Methods
Week 14	Data Commentary
Week 15	Writing Results & Discussion
Week 16	Writing Abstracts

Requirements

5

1. English assignments in written & oral form
2. Assignment feedback all in English
3. Frequent group discussion

Requirements

6

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4. Late assignments with points deducted
5. No more than three times of absence
6. No paper reviewing service

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 - AWECC Writing Consultation
 - Proofreading in a cross-disciplinary context?

The Main Goal to Achieve

9

- Case Study
- Journal Reviewer's comments:

The Main Goal to Achieve

10

- Case Study

- Journal Reviewer's comments:

“The study is well-explained, the methods are reliable, and the conclusions drawn are supported by the data.”

“I have no major concerns with the work itself, except for two caveats that may limit the impact of the work and make the author's thoughts hard to follow.”

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11

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narrative incoherence

Narrative Incoherence

15

- Incoherence

“Readers of academic genres expect that each sentence will have an ascertainable and text-controlled connection to the sentences which precede it. This expectation is related to the system of levels—stretching through concrete specifics through generality to abstraction [...]. Ascents to higher levels establish the relevance of lower-level mentions, constructing the particular coherence of the academic genres. Essays without such ascents can leave the academic reader with an impression of incoherence.”

(J. Giltrow. 1995. *Academic Writing: Writing and Reading Across the Disciplines*, pp. 119-120)

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Evaluation

19

本課堂老師實力雄厚，且樂於與學生互動，此門課非常值得欲學習學術英文者修習。

在懵懂無知的研究所生涯裡，這門課就像一盞明燈，教學如何有邏輯且學術的撰寫論文和製作PPT，上了這門課才知道各種論文和口頭報告的眉眉角角，受益良多！

Way為人幽默風趣、對所授內容極其負責且細心，每次授課的內容營養價值很高，常讓人專注的上完後又餓又累（但欲罷不能）。老師在課堂上跟學生互動頻繁，學生有任何問題、想法都能在課堂上即時反應，課堂後也常會補充更深入的相關資料。

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認真備課

清楚明瞭

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我對於這門課的整體想法

本堂課讓人對學術英文不再畏懼，修習這門課後讓人取而代之的是學會如何欣賞好文，更進一步創作好文。

一門好的課程少不了優秀的教師。3

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The best Way to learn academic writing!

讚

可幫助英文能力提升

對於學術寫作的分析，使用的策略，會有明確的分析。有時對於一些文獻的邏輯會有些質疑，會懷疑是自己的理解能力是否有問題。但是課堂的分析之後，發現有的作者是真的無法好好闡述自己的研究。此外，還可以接觸各個領域的文獻，但撇除專業的部分，文字的邏輯走向其實還是有一定的相同標準。在於表達，以及報告上，也有一定的要求規範，非常有趣的一門課。

非常謝謝老師！

老師上課風格幽默風趣，課堂氣氛一直很舒服，內容更是十分充實，使我每個禮拜都很期待來上課，並與同學、老師，助教分享不同領域的專業與學習特色。

在研究所的最後一學期，一邊撰寫論文同時，一邊修習本堂課收穫良多，除了在論文寫作與口頭報告

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Evaluation

21

從學術寫作上來說我特別喜歡老師會用許多佐證仔細分析學界偏好的寫法而不是直接教大家應該怎麼寫，這麼做給了我很多思考空間；跳脫學術寫作之外的話也很感謝老師帶大家感受文字之美，讓從前很害怕寫作的我終於體會到寫作可以是一件開心的事，就算是規範相對嚴謹的學術作文也可以在其中展現自己的小巧思！

整體教學的氛圍也讓我很高興，可以在一個沒有壓力的環境下與老師、助教和同學交流。不誇張地說，這是一門一輩子受用的課啊！

國立臺灣大學109學年度第2學期教學意見調查統計表

科目：學術英文論文寫作與發表

課號：Write7010

班次：02

任課教師：江介維

統計日期：07/09/2021

*** 修課學生的文字意見 ***

我對於這門課的整體想法

1. 老師非常棒!!!
2. 是位有實力，有個性及有所教學堅持的好老師
3. 本學期每堂課都會深深感受到老師的熱情，被抽問的部分只要上課有認真聽跟上課堂的節奏，基本上的答得出來。

對這堂課我印象最深刻的部分：
1. 課堂互動要求高，往往一沒注意就到了下課的時間
2. 老師鼓勵跨科系之討論，互動凝聚力很高
3. 老師話很多，但都能吸引台下的人注意力與興趣，對聽眾的觀察力很強，這種溝通的技術也非常值得學生學習。
4. 謝謝老師的指導，讓我對於學術英文寫作有更多的認識，也更懂得如何寫一篇好的學術發表，讓研究的貢獻更能展現國際舞台上。
5. 很喜歡這種模式的上課，不僅不枯燥乏味，還相當有趣，讓每位同學都會慢慢地踏出舒適圈，勇於發表意見與討論
6. 還可
7. 從學術寫作上來說我特別喜歡老師會用許多佐證仔細分析學界偏好的寫法而不是直接教大家應該怎麼寫，這麼做給了我很多思考空間；跳脫學術寫作之外的話也很感謝老師帶大家感受文字之美，讓從前很害怕寫作的我終於體會到寫作可以是一件開心的事，就算是規範相對嚴謹的學術作文也可以在其中展現自己的小巧思！
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不誇張地說，這是一門一輩子受用的課啊！
8. 感謝老師的教學，很有收穫。
9. 謝謝老師用心的備課，回答同學們的問題，課程內容有許多寫作練習，對寫作有幫助，唯一小建議是覺得老師在寫作技巧上許多都著墨於感覺，但實際好用的句法、段落鋪陳分飾等等希望可以聽到更多，謝謝。

Grading Policy

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Types of Assessment	Weighting	Descriptions of Assessment Tasks
Assignments	50%	Writing Assignments: Two paragraphs (5% for each), two essays (15% for each), and one abstract (10%).
Learning Evaluation Tasks	20%	Task1: Identifying Features of Academic Writing (30 points) Task 2: Move Analysis - the Introduction Section (30 points) Task 3: Data Commentary (40 points)
3-Minute Thesis Presentation	20%	Students will apply the presentation skills learned in class to present their research interests/results at the end of the semester.
Class Participation	10%	Attendance (5%) & Class discussion (5%).

Our TA

詹圓圓

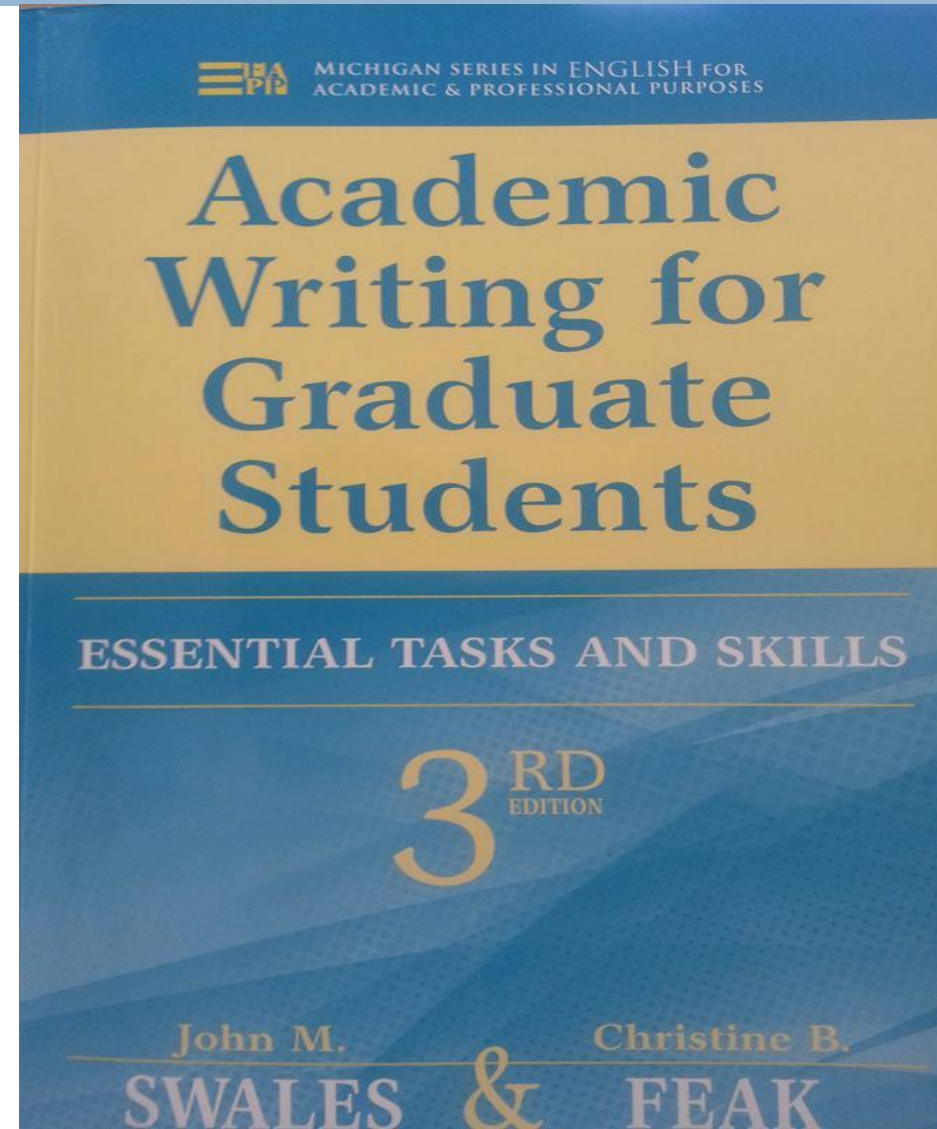
23

- Email: d11741001@ntu.edu.tw
- Be sure to email TA and CC me when requesting leave of absence, inquiring assignment details, or raising questions that may sound trivial or irrelevant.

Textbook

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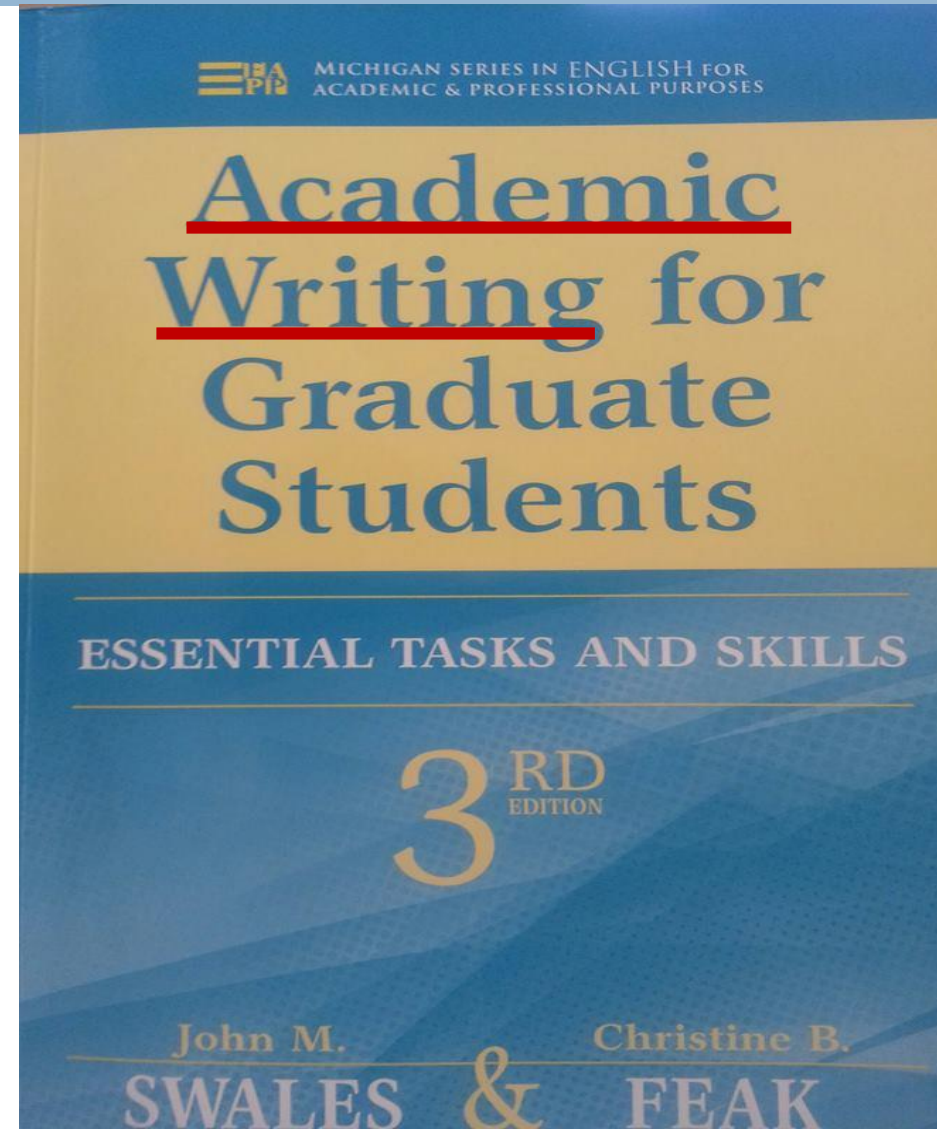
臺大出版中心
(校總圖 B 1)



Textbook

25

臺大出版中心
(校總圖 B 1)



Think

26

- What is academic writing?
- What does academic writing taste like?

“Recognizing that this reservoir system is primarily operated as a seasonal storage system, using a probabilistic streamflow forecast with current storage conditions provides the opportunity to evaluate the probability of the maximum cumulative deficit over the current season that could ensue under normal or modified release policies.”

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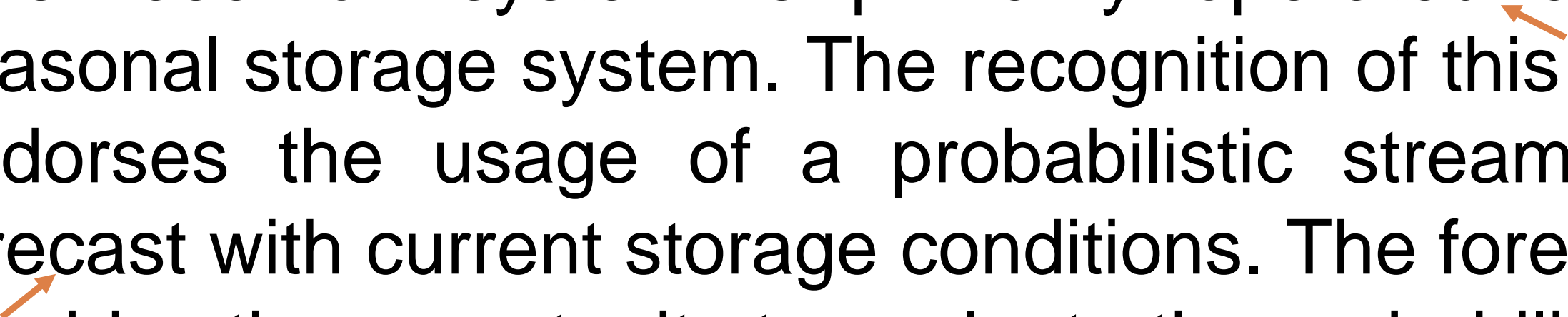
dangling modifier

The recognition of this reservoir system operating primarily as a seasonal storage system provides the opportunity to evaluate the probability of the maximum cumulative deficit over the current season that could ensue under normal or modified release policies by using a probabilistic streamflow forecast with current storage conditions.

This reservoir system is primarily operated as a seasonal storage system. The recognition of this role endorses the usage of a probabilistic streamflow forecast with current storage conditions. The forecast provides the opportunity to evaluate the probability of the maximum cumulative deficit over the current season that could ensue under normal or modified release policies.

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Nominalization vs. Sentences

34

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Nominalization to Make Noun Phrases

35

- ◆ “First, making use of phrases helps us communicate. It produces writing that is consistent with the fundamental nature of the English language. The brains of English speakers are conditioned to expect phrases; when a writer provides them, he makes it easier for readers to process his sentences.”

(B. Baig, 2015)

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Noun Phrases

37

- ◆ “Speakers of English use the capacity of the noun phrase all the time to achieve economies of expression.”

(J. Giltrow, 1999)

Noun Phrases

syntactic density

38

- ◆ “Speakers of English use the capacity of the noun phrase all the time to achieve economies of expression.”

(J. Giltrow, 1999)

First Assignments (2%)

39

1. Handpick **a journal paper** in the field of **your expertise**.
2. **Summarize** its importance in your own words (less than 50 words)
3. Submit the **paper (PDF)** & your **summary (word)**, respectively, to NTU COOL (作業區).

Deadline: 21:00 on 3/1 (Wed.)

Time for Pre-test

40

- Pre-test 1 (NO dictionary)
- Pre-test 2 (NO dictionary)
- Pre-test 3 (dictionaries OK)