What is Academic Writing?

This Worksheet is for use with the **What Is Academic Writing?** video, available on YouTube and Youku.

Video name:	**What Is Academic Writing?**
Link to video:	https://www.youtube.com/watch?v=Cq4J8bPBcck
Alternate link:	https://v.youku.com/v_show/id_XNTEwNDAyNjkzNg==.html

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Worksheet

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Task 1: Before watching

Answer the following questions *before* watching the video.

i) What do you think academic writing is? Write a short definition below.

_____

_____

ii) What do you think are the main *features* of academic writing? In other words, what features make it *different* from everyday writing? Write down as many ideas as you can.

_____

_____

_____

_____

Task 2: What is academic writing?

1. Complete the following definition of *academic writing* according to the video.

Academic writing is writing which _____ ***ideas,*** _____

_____ ***to the*** _____.

2. How do *student academic writing* and *expert academic writing* differ?

_____

_____

_____

_____

3. How are *student* and *expert* academic writing similar?

_____

_____

_____

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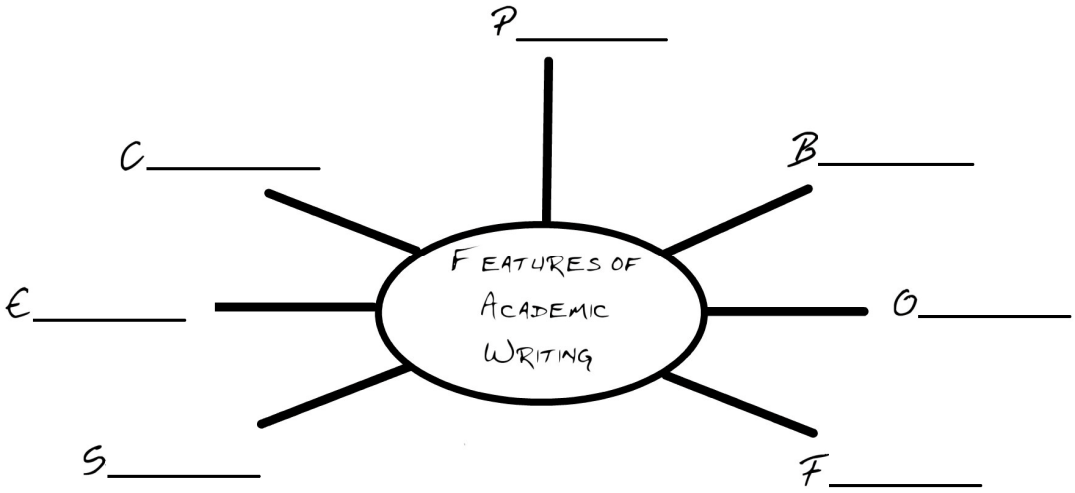
Task 3: Features of academic writing

4. Complete the following mind map showing the features of academic writing given in the video. The first letter of each word has been given.



5. The following is the first part of the article on *Dengue Fever* used in the video. What features of academic writing (from Q4 above) are highlighted? Label them appropriately. Some were referred to explicitly in the video, while others were not.

a) _____ b) _____ c) _____ d) _____ e) _____	**1. Introduction** Dengue is a major global problem in many parts of the world causing epidemics throughout the developed and developing countries (**Bhatt et al., 2013**). In Thailand specifically, frequent outbreaks in all administrative provinces of Thailand due to favourable **vector breeding conditions and hyper-endemic nature** of the virus, causes **significant impact on public health resources** (Xu et al., 2019). In Bangkok alone, a recent 2017 outbreak resulted in over 4000 case counts being reported in a single month (Ministry of Public Health, 2020). These dengue outbreaks are also further aggravated by the nature of their transmission dynamics on a broader scale; they are persistent (Lim et al., 2020a, 2020b) and also **tend to** occur in distinct spatial clusters across provinces within the country and may potentially affect any of the 69 million people whom are likely at risk (Cummings et al., 2004).

6. Which features do the following examples refer to?

- *The participants were interviewed over a period of 24 hours.* _____
- *Although Sterning (2018) claims that sufficient measures are being taken, most writers agree that current action is insufficient to tackle the problem in the long term (Green, 2019; Jones, 2019; Abbott and Goldstein, 2020).* _____

Further reading

The following page gives more information about this topic.
https://www.eapfoundation.com/writing/what/

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Answers

Task 1: Before watching

Answers vary.

Task 2: What is academic writing?

7. Complete the following definition of *academic writing* according to the video.

Academic writing is writing which *communicates* ***ideas,*** *information and research* ***to the*** *wider academic community.*

8. How do *student academic writing* and *expert academic writing* differ?

What: Assessment vs writing for publication

Audience: tutors/professors vs other experts in the field

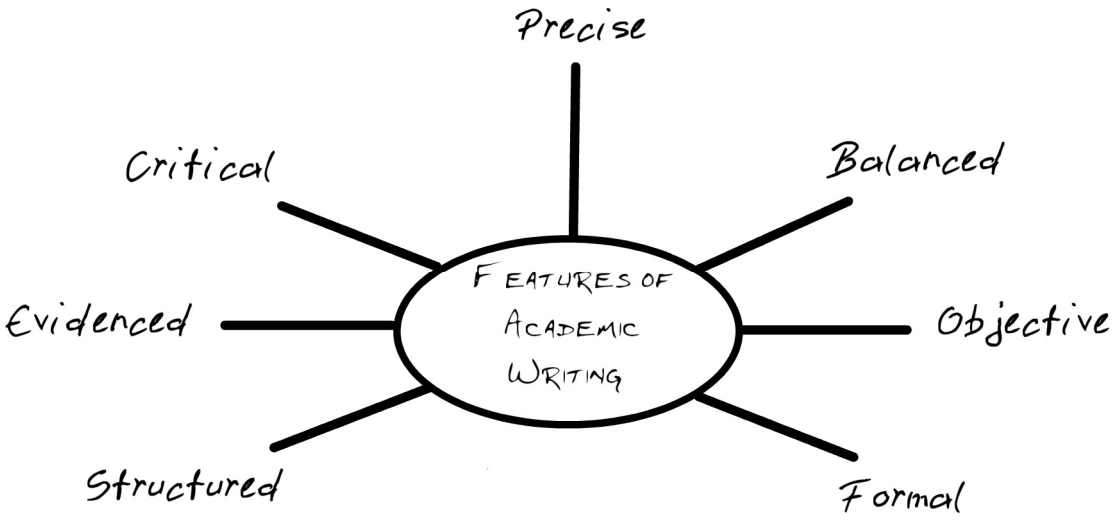
Purpose: demonstrate learning vs create new knowledge

9. How are *student* and *expert* academic writing similar?

They both have the same standards and requirements

Task 3: Features of academic writing

10. Complete the following mind map showing the features of academic writing given in the video. The first letter of each word has been given.



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11. The following is the first part of the article on *Dengue Fever* used in the video. What features of academic writing (from Q4 above) are highlighted? Label them appropriately. Some were referred to explicitly in the video, while others were not.

a) Structured b) Evidenced c) Precise d) Formal *[*significant impact *is in the ACL]* e) Balanced *[this in an example of hedging]*	**1. Introduction** Dengue is a major global problem in many parts of the world causing epidemics throughout the developed and developing countries (**Bhatt et al., 2013**). In Thailand specifically, frequent outbreaks in all administrative provinces of Thailand due to favourable **vector breeding conditions and hyper-endemic nature** of the virus, causes **significant impact on public health resources** (Xu et al., 2019). In Bangkok alone, a recent 2017 outbreak resulted in over 4000 case counts being reported in a single month (Ministry of Public Health, 2020). These dengue outbreaks are also further aggravated by the nature of their transmission dynamics on a broader scale; they are persistent (Lim et al., 2020a, 2020b) and also **tend to** occur in distinct spatial clusters across provinces within the country and may potentially affect any of the 69 million people whom are likely at risk (Cummings et al., 2004).

12. Which features do the following examples refer to?

- *The participants were interviewed over a period of 24 hours.* **Objective**
- *Although Sterning (2018) claims that sufficient measures are being taken, most writers agree that current action is insufficient to tackle the problem in the long term (Green, 2019; Jones, 2019; Abbott and Goldstein, 2020).* **Critical**

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Teacher's Notes

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Video length:	10.07
Learning Outcomes:	(1) Understand what academic writing is. [*Task 2*] (2) Be aware of the main features of academic writing. [*Task 3, Q4*] (3) Identify features in an authentic academic text. [*Task 3, Q5*]

Suggested sequence/timings (for teachers)
The following is a possible sequence for a 40' lesson.

1. Warm-up (10')
a) Do *Task 1: Before watching*. This task can be done before giving the handout to students, e.g. copy text/questions to the board or PPT.
b) Go through ideas with class, and keep ideas for Q2 on the board. Students are unlikely to come up with many of the features by name, but are likely to suggest *formal* and may suggest elements of other features which may prove useful later (e.g. use of *citations* which relates to *evidenced*).

2. Video comprehension (30')
a) Direct students to watch video and take notes.
b) Give out the handout and have students (in pairs) complete Tasks 2 and 3.
c) If necessary, allow students to watch a second time to check answers.
d) Go through answers with students.
e) Refer back to Q1 and Q2. How many of their ideas (for features) were in the video? How closely do their definitions match the one in the video?

3. Extension activity (if time)
Find an authentic academic text. Students should study the text to identify different features of academic writing

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