**Introduction to Academic Writing - 1st Class - August 15th 2018**

**(SUMMARY WRITTEN AND PROVIDED BY THE PRPPG7000 TEACHING ASSISTANTS)**

Before the class started, the head of the UFPR research and post-graduation program, prof. Dr. André Rodacki, presented the moodle platform and some bureaucracies regarding the discipline. He asked the remote mode students to close all other windows in order to avoid connection issues and distraction. Moreover, Dr. Rodacki informed students that, if they have any questions regarding bureaucracy, they can contact transversal@ufpr.com, and if they have academic or content doubts, they can contact prppg7000duvidas@gmail.com. He finished warning the students that, at the end of the discipline, they should remember to ask the secretaries of their post-graduation programs to accept the credits from the subject.

Professor Ron subsequently presented himself and talked about DELEM (www.delem.ufpr.br), the department where he works. Then, he told students this was the second time that this discipline was being offered and pointed out the importance of bringing together people from many different areas. After this, Ron told students that his goal was to not only help them with English academic writing, but also to help them with academic writing in general, since the challenges that people face during this process are similar regardless of the language they are producing in.

Next, Ron started the introduction of the discipline addressing a few points regarding academic writing and publication. The first data he presented was the fact that 95% of the papers published nowadays are written in English. Sometimes, universities in Brazil, seeking for excellence, oblige students to publish a paper in order to just qualify their masters or doctoral degree. Then, Ron addressed the importance of the English language to internationalization of universities and how people are starting to address this matter. However, since there is a correlation between the development of research and the lack of investments and partnerships regarding this section, researches in Brazil may not be achieving their full potential.

Another point that professor Ron is concerned about is the constant focus on production, sometimes in detriment of the content of what is being researched. So, he presented CAPA and told students that the project’s goal is not only to help people publish, but to be an escape for students/researchers regarding academic writing, to make people more comfortable in this process. Then, he showed a map about rate of publications in English in relation to each country/continent. Obviously, the map evinces the relation of investment and publications, since there is no way of producing quality researches without it.

After this, professor Ron addressed an stigma regarding international publication: is there prejudice towards papers written by non-native English speakers? Then, he presented some evidence to contradict this idea. He told students that, sometimes, editors may not be as critical to some mistakes by non-native speakers as they would be with native speakers, since, in the first case this can be easily solved with a proofreading - of CAPA, for instance - and the second may be a sign of careless reading. Thus, usually papers are not published because of their content or academic writing in general, not because of the language. Other problems that Ron pointed out: sometimes students submit papers to wrong journals or the contribution of the research is not clear enough.

Therefore, the discipline’s goal is to help students to tell their research’s story, since no one is a native speaker of academic writing. So, have in mind that you spent years and years thinking about your research, so you are aware of the many details that, sometimes, your reader may not be aware of. Then, it is important to have your reader (audience) in mind, since good writers always think about that. Then, he hopes to make students feel more confident with writing. To finish the class, Ron gave a few examples to illustrate what is understood as a writing that is difficult to follow (“I live in Curitiba” / “I have many umbrellas”), and focused on the lack of coherence in texts. To finish this topic, he presented the pyramid of academic writing (research as basis, writing in the center and language as the tip, check the class’ presentation).

To conclude, professor Ron presented some important information about the discipline: (i) it would be nice if students could take their computers to class, but this is not essential; (ii) They should not worry with level of English knowledge; (iii) they should register on goformative.com and enter with the class code “ENZBHK”, there they will find the first homework - which consists of watching [this video](https://www.youtube.com/watch?v=Unbx2bL6678) and answering a few questions on Formative; (iv) in order to be assessed in this discipline, students must show progress and engagement with the proposed activities - there will be a few tasks and a final paper, which will be a progress writing and must also be evaluated by their advisors; (v) to find information about the class schedule, past classes, homework, content and more, you can access professor Ron’s [website](http://www.drronmartinez.com/prppg7000-escrita-acadecircmica-em-inglecircs.html#/); (vi) Ron told about the sources of help that students can find, that are: questions - during class, with the help of Google Slides, and, after class, through the address prppg7000duvidas@gmail.com. Also, students may schedule an appointment, at CAPA, with the monitors, through the website or clicking [here](https://capa.simplybook.me/v2/#book/service/6/).