

Introduction to Academic Writing - 2nd Class - August 22nd 2018

(SUMMARY WRITTEN AND PROVIDED BY THE PRPPG7000 TEACHING ASSISTANTS)

At the beginning of the class, professor Ron talked about the classroom changes that happened this Wednesday and will happen again next class. After that, he started presenting that authors and students have language questions on academic writing frequently, showing some of the most common mistakes.

During the class, Ron assigned two activities using Menti (www.menti.com) and Kahoot (kahoot.it). Through the first website, students should answer what was the biggest issue mentioned by the journal editors on the homework video (<https://youtu.be/Unbx2bL6678>). Through the second one, students played a game to find out which were the correct structures of a few sentences in English.

Later, the professor presented the IMRaD (introduction, **m**ethod, **r**esult and **d**iscussion), which are the main steps on writing a paper, explaining that editors will pay attention on those sections specially. He also said that, when writing a paper, it is common to have this problem: the whole content of the research is in our minds, however, sometimes it does not translate to what it is written.

After that, professor Ron showed a piece of a text and asked students to identify the parts that had some structural or vocabulary problems caused during translation. Besides, he explained how to use Google Translate, saying that this tool is a “statistical machine of translation”. Hence, when there is enough data, the machine works better and gives the best translation possible: the more context, the best the translation. He also warned students to be especially careful with the passive voice and technical terms when translating, advising them to use Google Scholar to find out which is the most used term throughout papers written in English.

Professor Ron also introduced tools to help students during the process of developing their papers and correcting mistakes, saying that “sometimes is good to let the robots do the work to find the errors and clean it up.” Moreover, authors should be careful with prepositions and articles, because these words will be all over their texts.

The tools he presented to students are as follows:

- Grammarly (www.grammarly.com): a tool to help identifying prepositions and article errors;
- SkELL (skell.sketchengine.co.uk/run.cgi/skell): a tool to learn collocations, synonyms and check English examples;
- AntConc (www.laurenceanthony.net/software/antconc): a tool to analyse concordance;
- Portal de Periódicos da CAPES (www.periodicos.capes.gov.br) and Unpaywall (unpaywall.org): websites where you can find articles.

Finally, professor Ron advised the students to not be afraid to use electronic tools that can help them in their research and writing process. As homework, students should do the task on Formative (goformative.com), watch “*Subtext*” *Tales Of Mere Existence* (www.youtube.com/watch?v=400w4XnjEII) and read Hirano (2009), available on Ron’s website, and Martinez (2018), that will be send by email.