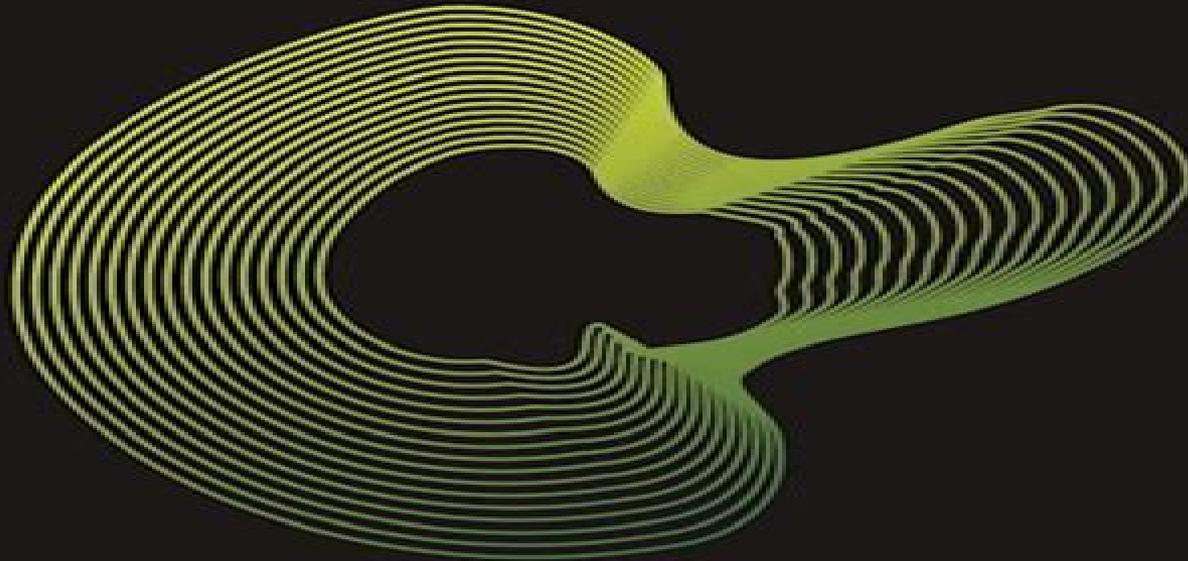


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**NEW PERSPECTIVES
ON ACADEMIC
WRITING**

The Thing That Wouldn't Die

Edited by **Bernd Herzogenrath**

B L O O M S B U R Y

Perspectives On Academic Writing

Silvia Sovic, Margo Blythman



Perspectives On Academic Writing:

Perspectives on Academic Writing Alice Heim Calderonello, Donna Nelson-Beene, Sue Carter Simmons, 1997

Perspectives on Academic Writing Alice Calderonello, Donna Nelson-Beene, Sue Carter Simmons, 1996-08-01

CRITICAL PERSPECTIVES ON ACADEMIC WRITING. ,2026 *Ethnographic Perspectives on Academic Writing* Brian

Paltridge, Sue Starfield, 2016-12-05 This book argues that adopting ethnographically oriented perspectives on research into academic writing is a valuable means of deepening understanding of the social influences on language use and individuals experiences in academic writing contexts helping to gain insider views of writers experiences writing practices and the contexts in which academic texts are produced and assessed *Critical Perspectives on Academic Writing* Ayanna Prevatt-Goldstein, David Mallows ,2026-05-13 *Critical Perspectives on Academic Writing* offers a timely theoretically grounded examination of the often marginalised yet foundational role of academic writing in UK higher education Based on the UCL Institute of Education s Academic Writing Seminar Series the volume brings together leading researchers and practitioners to interrogate the contested politics practices and pedagogies of academic writing development Against the backdrop of internationalisation widening participation neoliberalisation and the rapid rise of generative AI in higher education the contributors consider how we value academic writing and how we support student writing development The first part of the book frames the choices we make when working with writing or with developing writers as inherently political rather than neutral The second focuses on the implications of generative artificial intelligence for student academic writing and the third situates research on academic writing and literacies in the practices of learning and teaching By examining the roles of writing specialists subject lecturers and institutional policy the book highlights both challenges and possibilities for change It combines critical insights with practical approaches to writing pedagogy offering an essential resource for educators researchers and policymakers seeking to rethink the place of writing in the modern university

New Perspectives on Academic Writing Bernd Herzogenrath, 2022-11-17 Particularly for the disciplines of the humanities and social sciences for which writing is their lifeblood the crisis in academic writing has become existential It is not hard to diagnose the disease and its causes This book showcases what we desperately need radical alternatives experiments we can try out ways of writing that don t just tweak the system but plot a different course altogether This isn t just about finding new genres for these only change the surface appearance without altering the underlying dynamic Rather the editor and contributors focus on finding new ways to join thinking both with writing and the things of which and with which we write Each chapter brims with the kind of liveliness outspokenness and urgency that their theme demands Far from tiptoeing around the edifice of academia they are intent on stirring things up reigniting their scholarship with a fuse of activism in the hope of setting off an explosion that could send ripples throughout the academy Academic Writing Development in Higher Education ,1999 **College Academic Writing A Genre-Based Perspective** Dr. I Wy. Dirgeyasa,

M.Hum.,2017-01-02 The College Academic Writing A Genre Based Perspective course book is organized based on genre perspective It teaches and trains the students about the writing process and content writing It also guides them to identify to whom the writing is for what purpose it is and to what context it is used It is commonly understood that in teaching writing to students with low entry level of English proficiency there is always the risk of sacrificing creativity in order to achieve accuracy or vice versa College Academic Writing A Genre Based Perspective is designed to guide and help students about the process of writing and the product of the writing itself in such a way that the final work of writing is not only expressive and rich in content but also clear and accurate as well as relevant to their needs Buku persembahan penerbit Prenada Media

Improving the Academic Writing Experience in Higher Education Tatiana Sanches, Maria da Luz Antunes, Carlos Lopes, 2019-07-16 To fulfill their academic purposes in higher education students must mobilize knowledge learned in the classroom but also obtained individually and with access to a variety of sources in particular the information resources available in their libraries To achieve an academic degree as master or doctor information resources grow in importance and meaning since because from them a great part of the theoretical and methodological support is obtained for the pursuit of this purpose The validation of their learning is carried out in large part by the written presentation of these academic works The book reflects on the importance of academic writing and presents methods and techniques for writing in a grounded manner The contributions that make up the book *Improving the Academic Writing Experience in Higher Education* aim to bring ideas and share experiences broaden horizons and shed some light on the landscape of academic writing The different formulations perspectives and approaches are divided into two parts the first one with a conceptual point of view explaining the importance of the development of academic writing within the university and theorizing about the transformative impact of this practice on the higher education student The second one seeks to bring a more practical diversified and comprehensive contribution to the thematic and to respond to the challenge of professionals related to the area particularly those involved in higher education libraries but not only and who work with the transformation of information into knowledge Through concrete tips for writing appropriately in a university context the focus is on how and why to write well The challenge that mobilized the achievement of this book was to encourage better learning and academic success through awareness of a concrete action of teachers students and librarians who in higher education develop their activities in support of academic writing We hope therefore that this will be a catalyst for renewed learning around this subject

Writing and Learning in Cross-national Perspective David Foster, 2017-10-03 Despite the increasingly global implications of conversations about writing and learning U S composition studies has devoted little attention to cross national perspectives on student writing and its roles in wider cultural contexts Caught up in our own concerns about how U S students make the transition as writers from secondary school to postsecondary education we often overlook the fact that students around the world are undergoing the same evolution How do the students in China England France Germany Kenya or South Africa the

educational systems represented in this collection write their way into the communities of their chosen disciplines How for instance do students whose mother tongue is not the language of instruction cope with the demands of academic and discipline specific writing And in what ways is U S students development as academic writers similar to or different from that of students in other countries With this collection editors David Foster and David R Russell broaden the discussion about the role of writing in various educational systems and cultures Students development as academic writers raises issues of student authorship and agency as well as larger issues of educational access institutional power relations system goals and students roles in society The contributors to this collection discuss selected writing purposes and forms characteristic of a specific national education system describe students agency as writers and identify contextual factors social economic linguistic cultural that shape institutional responses to writing development In discussions that bookend these studies of different educational structures the editors compare U S postsecondary writing practices and pedagogies with those in other national systems and suggest new perspectives for cross national study of learning writing issues important to all educational systems Given the worldwide increase in students entering higher education and the endless need for effective writing across disciplines and nations the insights offered here and the call for further studies are especially welcome and timely

Demystifying Academic Writing in Higher Education: A Process View on Academic Textual Production Xinghua Liu, Rui Alexandre Alves, Angelique Aitken, Josef Schmied, 2025-10-30 Academic writing in this Research Topic refers to the type of writing demonstrating students disciplinary knowledge of and proficiency in synthesizing analyzing and responding critically to new information Hyland 2004 Swales 1990 which may include those genres like course essays project reports research proposals lab notes journal articles conference paper theses and dissertations As the current workplaces have become increasingly specialized higher education worldwide has been increasingly charged with the task of developing students academic writing and correspondingly on students parts learning through writing has been necessary for them to succeed in higher education To prepare university students for writing challenges during the past decades numerous studies have been devoted to the study of linguistic and rhetorical resources in students academic writing under such umbrella terms like style reader awareness authorial voice writers identity stance evaluation textual structures steps and moves Charles Hunston Hinkel 2002 However previous research on academic writing has been predominantly focused on the linguistic and rhetorical aspects namely the final product of students writing while the nature and processes of composition students engagement and individual differences and the influence of contextual factors like emerging technology have been under explored Thus the goal of this Research Topic is to bring a process oriented and dynamic perspective to the study of textual production in academic contexts by both encouraging an expanded view of existing research paradigms and also welcoming novel approaches Data can be collected by using corpus building interviews and questionnaires but we would also welcome the use of experimental methods and a mixed method approach for data collection Meanwhile previous research mainly

studied university students who were learning English as a second or foreign language hence we also welcome research examining first language writers and students who are learning a second or foreign language other than English We believe for the study of the complex phenomenon like academic writing no single method or tool can suffice Therefore we strongly recommend a more creative perspective in data collection and analyzing and interpreting academic writing Papers can present quantitative data analyses based on experimental design or qualitative data analyses stemmed from more ethnographic oriented research Systematic review studies are also welcome We encourage contributions related but not restricted to the following topics 1 Cognitive processes in academic texts planning composing and revisions and student writers individual differences 2 Metacognition and self regulation in academic texts planning composing and revisions and student writers individual differences 3 Motivation and self efficacy in academic texts planning composing and revisions and student writers individual differences 4 Linguistic and rhetorical choices identity construction and disciplinary knowledge construction 5 Student writers textual production peer feedback and interactions with discourse communities 6 Affordances and challenges of artificial intelligence AI in the process of academic textual production in higher education

What is Good Academic Writing? Melinda Whong,Alex Ding,Jeanne Godfrey,Ian Bruce,2020-12-24 Identifies what constitutes good student writing across a range of different academic disciplines Academic Writing, Real World Topics Michael Rectenwald,Lisa Carl,2015-05-28 Academic Writing Real World Topics fills a void in the writing across the curriculum textbook market It draws together articles and essays of actual academic prose as opposed to journalism it arranges material topically as opposed to by discipline or academic division and it approaches topics from multiple disciplinary and critical perspectives With extensive introductions rhetorical instruction and suggested additional resources accompanying each chapter Academic Writing Real World Topics introduces students to the kinds of research and writing that they will be expected to undertake throughout their college careers and beyond Readings are drawn from various disciplines across the major divisions of the university and focus on issues of real import to students today including such topics as living in a digital culture learning from games learning in a digital age living in a global culture our post human future surviving economic crisis and assessing armed global conflict The book provides students with an introduction to the diversity complexity and connectedness of writing in higher education today Part I a short Guide to Academic Writing teaches rhetorical strategies and approaches to academic writing within and across the major divisions of the academy For each writing strategy or essay element treated in the Guide the authors provide examples from the reader or from one of many resources included in each chapter s Suggested Additional Resources Part II Real World Topics also refers extensively to the Guide Thus the Guide shows student writers how to employ scholarly writing practices as demonstrated by the readings while the readings invite students to engage with scholarly content

Academic and Professional Writing in an Age of Accountability Shirley Wilson Logan,Wayne H. Slater,2018-12-27 What current theoretical frameworks inform academic

and professional writing What does research tell us about the effectiveness of academic and professional writing programs What do we know about existing best practices What are the current guidelines and procedures in evaluating a program s effectiveness What are the possibilities in regard to future research and changes to best practices in these programs in an age of accountability Editors Shirley Wilson Logan and Wayne H Slater bring together leading scholars in rhetoric and composition to consider the history trends and future of academic and professional writing in higher education through the lens of these five central questions The first two essays in the book provide a history of the academic and professional writing program at the University of Maryland Subsequent essays explore successes and challenges in the establishment and development of writing programs at four other major institutions identify the features of language that facilitate academic and professional communication look at the ways digital practices in academic and professional writing have shaped how writers compose and respond to texts and examine the role of assessment in curriculum and pedagogy An afterword by distinguished rhetoric and composition scholars Jessica Enoch and Scott Wible offers perspectives on the future of academic and professional writing This collection takes stock of the historical rhetorical linguistic digital and evaluative aspects of the teaching of writing in higher education Among the critical issues addressed are how university writing programs were first established and what early challenges they faced where writing programs were housed and who administered them how the language backgrounds of composition students inform the way writing is taught the ways in which current writing technologies create new digital environments and how student learning and programmatic outcomes should be assessed

Learning Development in Higher Education Peter Hartley, John Hilsdon, Christine Keenan, 2010-11-17 This book shows how Learning Development enhances the student experience and promotes active engagement Written by staff from the UK s largest collaborative Centre for Excellence in Teaching and Learning CETL the book includes important insights for everyone interested in supporting student retention progression and success *Perspectives*, 2001 *International Students Negotiating Higher Education* Silvia Sovic, Margo Blythman, 2012-11-12 In the current economic climate more than ever international students provide an important income to universities They represent much needed funds for many institutions but they also come with their own diverse variety of characteristics and requirements This insightful book offers a critical stance on contemporary views of international students and challenges the way those involved address the important issues at hand To do this the authors focus specifically on giving voice to the student experience In particular the authors show how international student experience can be a ready asset from which to glean valuable information particularly in relation to teaching and learning academic support and the formal and informal curriculum In this way the issues affecting international students can be seen as part of the larger set of difficulties that face all students at university today Integrating contributions from academics and student voices from a range of backgrounds issues raised include Academic Writing for International Students The Internationalisation of the Curriculum Identities The use of stereotypes and

auto stereotypes International Students Perceptions of Tutors and The system in reverse English speaking learners as international students This book will be of interest to education management and administrators higher education professionals especially those working or training to teach large numbers of international students to which it offers a unique opportunity to understand better the students point of view Because of this the book will likely appeal to academics in all English speaking countries that recruit significant numbers of international students as well as the growing number of European universities which teach in English and those in the Indian sub continent that send large numbers of international students to the UK Australia New Zealand and the US

The Academic Writer Lisa Ede,2010-12-27 Written in Lisa Ede s accessible supportive style The Academic Writer is an affordable brief guide to the essentials of academic writing and research By framing writing situations in terms of the writer reader text and medium the text helps students think rhetorically and make effective choices as they write Abundant student models advice on writing in the disciplines and attention to visuals and design make this text a perfect introduction to college writing at a great price

Demystifying Academic Writing Zhihui Fang,2021-04-15 Informative insightful and accessible this book is designed to enhance the capacity of graduate and undergraduate students as well as early career scholars to write for academic purposes Fang describes key genres of academic writing common rhetorical moves associated with each genre essential skills needed to write the genres and linguistic resources and strategies that are functional and effective for performing these moves and skills Fang s functional linguistic approach to academic writing enables readers to do so much more than write grammatically well formed sentences It leverages writing as a process of designing meaning to position language choices as the central focus illuminating how language is a creative resource for presenting information developing argument embedding perspectives engaging audience and structuring text across genres and disciplines Covering reading responses book reviews literature reviews argumentative essays empirical research articles grant proposals and more this text is an all in one resource for building a successful career in academic writing and scholarly publishing Each chapter features crafts for effective communication authentic writing examples practical applications and reflective questions Fang complements these features with self assessment tools for writers and tips for empowering writers Assuming no technical knowledge this text is ideal for both non native and native English speakers and suitable for courses in academic writing rhetoric and composition and language literacy education

Participatory Action Learning and Action Research Lesley Wood,2019-10-01 Participatory Action Learning and Action Research offers a concise yet comprehensive explanation of the theory practice and process of this emerging paradigm methodology and theory of learning PALAR is a transformative collaborative and democratic process for resolving complex problems within the context of sustainable professional organisational and community development The book draws on real life examples from socially and economically challenged contexts and features critical reflections on the strengths and challenges of this evolving methodology in relation to the increased interest

in community engagement and project based learning among institutions of higher education Analysing theory in the context of sustainable professional organisational and community development this book Provides a comprehensive research based manual on the use of PALAR within actual research projects Explains a means of engaging in research that promotes the mobilisation of human potential relevant in a rapidly changing society Addresses the challenges of doing participatory research within institutions Provides applied specific examples of how PALAR can be adapted for use in socially and economically challenged contexts typical of developing economies Offers critical reflections by researchers and community participants on the challenges and uses of PALAR Innovative and offering clarity on ethics and research questions Participatory Action Learning and Action Research will be of interest to both emerging and experienced researchers looking to bring about change at a personal professional organisational or community level

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