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Christine (2012) Paperback. Unknown Binding. 4.5 out of 5 stars 196 ratings.

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Academic Writing for Graduate Students : Master of Arts ...
Commentary for Academic writing for graduate students :
essential tasks and skills / John M. Swales and Christine B.
Feak. ISBN: 0472088572 9780472088577 Author: Swales,
John Malcolm viaf Feak, Christine B. viaf Edition: 2nd ed.
Publisher: Ann Arbor (Mich.) : University of Michigan press,
2004. Description: VI, 117 p. ; 23 cm. Series:

Commentary for Academic writing for graduate students ...
A very general, but overall helpful, step by step guide to
crafting a graduate level research paper. This was my first
time teaching a graduate level academic writing course and
the sections that were most relevant helpful to everyone (I

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had a variety of grad students from various disciplines) were the sections that focused less on the paper and more on specific academic language (e.g. common ...

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Like its predecessor, this edition of *Academic Writing for Graduate Students* explains understanding the intended audience, the purpose of the paper, and academic genres." includes the use of task-based methodology, analytic group discussion, and genre consciousness-raising." shows how to write summaries and critiques.

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The development of the writing and critical-thinking skills needed for effective academic writing. Skills addressed include applying accurate grammar and punctuation; using critical thinking to summarize and evaluate texts; developing well-organized, well-supported, and clear arguments; integrating sources into writing and formatting academic papers using APA guidelines; and revising writing to produce a clear, concise style appropriate to audience, context, and purpose.

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UMGC

Turnitin provides instructors with the tools to prevent plagiarism, engage students in the writing process, and provide personalized feedback Academic writing for graduate students answer key chapter 5. Summary: This handout will explain the difference between active and passive voice in writing. TH 8/28 Intercultural rhetorics and genre </p> <p>Staff credits: The people who made up the ...

academic writing for graduate students answer key chapter ...

AWG is one of the required texts for students in my

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In the first chapter, clearly state what the purpose of the study is and explain the study's significance. The Learning Centre offers academic skills workshops that focus on, or e

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New material featured in this edition includes updates and replacements of older data sets, a broader range of disciplines represented in models and examples, a discussion of discourse analysis, and tips for Internet communication.

A Course for Nonnative Speakers of English. Genre-based approach. Includes units such as graphs and commenting on other data and research papers.

Using qualitative data collected from more than twenty universities across the US, Writing Support for International Graduate Students describes and theorizes agency- and advocacy-driven practices, programs, and policies that are

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most effective in helping international students learn graduate-level writing and communication skills. It uses compelling narratives and cases to illustrate a variety of program models and support practices that fostered the students ' process of academic transition and success. Employing an ecological framework, the book seeks to advance academic conversation about how writing scholars/instructors and program administrators, as well as other academic service professionals working with this student body, can formulate policies, develop programs, and implement practices that best help these students grow as writers and scholars in their disciplines.

Using rich examples and engaging pedagogical tools, this

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book equips students to master the challenges of academic writing in graduate school and beyond. The authors delve into nitty-gritty aspects of structure, style, and language, and offer a window onto the thought processes and strategies that strong writers rely on. Essential topics include how to: identify the audience for a particular piece of writing; craft a voice appropriate for a discipline-specific community of practice; compose the sections of a qualitative, quantitative, or mixed-methods research article; select the right peer-reviewed journal for submitting an article; and navigate the publication process. Readers are also guided to build vital self-coaching skills in order to stay motivated and complete projects successfully. User-Friendly Features *Exercises (with answers) analyzing a variety of

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texts. *Annotated excerpts from peer-reviewed journal articles. *Practice opportunities that help readers apply the ideas to their own writing projects. *Personal reflections and advice on common writing hurdles. *End-of-chapter Awareness and Action Reminders with clear steps to take.

Grammar Choices is a different kind of grammar book: It is written for graduate students, including MBA, master 's, and doctoral candidates, as well as postdoctoral researchers and faculty. Additionally, it describes the language of advanced academic writing with more than 300 real examples from successful graduate students and from published texts, including corpora. Each of the eight units in Grammar Choices contains: an overview of the grammar

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topic; a preview test that allows students to assess their control of the target grammar and teachers to diagnose areas of difficulty; an authentic example of graduate-student writing showing the unit grammar in use; clear descriptions of essential grammar structures using the framework of functional grammar, cutting-edge research in applied linguistics, and corpus studies; vocabulary relevant to the grammar point is introduced—for example, common verbs in the passive voice, summary nouns used with this/these, and irregular plural nouns; authentic examples for every grammar point from corpora and published texts; exercises for every grammar point that help writers develop grammatical awareness and use, including completing sentences, writing, revising, paraphrasing, and editing; and

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a section inviting writers to investigate discipline-specific language use and apply it to an academic genre. Among the changes in the Second Edition are: new sections on parallel form (Unit 2) and possessives (Unit 5) revised and expanded explanations, but particularly regarding verb complementation, complement noun clauses, passive voice, and stance/engagement a restructured Unit 2 and significantly revised/updated Unit 7 new Grammar Awareness tasks in Units 3, 5, and 6 new exercises plus revision/updating of many others self-editing checklists in the Grammar in Your Discipline sections at the end of each unit representation of additional academic disciplines (e.g., engineering, management) in example sentences and texts and in exercises.

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This book is for graduate students--and others--who want to become more productive writers. It's especially written for those who want to:

- increase their motivation, focus, and persistence to move a project to completion
- overcome procrastination and perfectionistic tendencies
- reduce (or write in spite of) their anxiety and fear of writing
- manage their time, work, energy (and advisor) for greater productivity

The process or craft of sustained writing is not a matter that 's taught to undergraduate or graduate students as part of their studies, leaving most at sea about how to start a practice that is central to a career in academe and vital in many other professional occupations. This book grew out of conversations Jan Allen has held with her

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graduate students for over 30 years and reflects the fruit of the writing workshops and boot camps she has conducted at three universities, her own and numerous colleagues' experiences with writing and advising, as well as the feedback she receives from her popular Productive Writer listserv. While Jan Allen recognizes that writing is not an innate talent for most of us, she demonstrates that it is a process based on skills which we can identify, learn, practice and refine. She focuses both on the process and habits of writing as well as on helping you uncover what kind of writer are you, and reflect on your challenges and successes. With a light touch and an engaging sense of humor, she proposes strategies to overcome procrastination and distractions, and build a writing practice to enable you to

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become a more productive and prolific writer. Jan Allen proposes that you read one of her succinct chapters – each devoted to a specific strategy or writing challenge – each day, or once a week. When you find one that increases your concentration, motivation or endurance, make it a habit. Try it for two weeks, charting the resulting increased productivity. It will become part of your repertoire of writing and productivity tools to which you can progressively add.

This book bundle includes the four volumes in the revised and expanded editions of English in Today's Research World. The bundle is ideal for libraries and teacher resource centers. The book bundle packages together these 4 volumes: Volume 1, Abstracts and the Writing of Abstracts;

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Volume 2, Telling a Research Story: Writing a Literature Review; Volume 3, Creating Contexts: Writing Introductions across Genres; and Volume 4, Navigating Academia: Writing Supporting Genres.

This comprehensive and detailed analysis of second language writers' text identifies explicitly and quantifiably where their text differs from that of native speakers of English. The book is based on the results of a large-scale study of university-level native-speaker and non-native-speaker essays written in response to six prompts. Specifically, the research investigates the frequencies of uses of 68 linguistic (syntactic and lexical) and rhetorical features in essays written by advanced non-native speakers

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compared with those in the essays of native speakers enrolled in first-year composition courses. The selection of features for inclusion in this analysis is based on their textual functions and meanings, as identified in earlier research on English language grammar and lexis. Such analysis is valuable because it can inform the teaching of grammar and lexis, as well as discourse, and serve as a basis for second language curriculum and course design; and provide valuable insight for second language pedagogical applications of the study's findings.

"When is it the best time to publish?" "What are drafting and freewriting and why are they important?" "Do you need to be very knowledgeable to publish?" "Why are some students

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more successful in publishing than others?" "Why am I afraid to write?" These are some questions that you will find answers to in "The Graduate Student As Writer: Encouragement for the Budding Scholar." As graduate students, you may feel the pressure to write and publish. You may compare yourselves to peers who have already published. Or you want to improve your chances of finding an academic position after graduation. However, the process of writing and publishing is not straightforward and seldom discussed amongst students, leaving many to stumble along and figure things out alone. If you are looking for some heart-to-heart talk from one graduate student to another on the mindset, skills, and process that are needed for effective and efficient writing and publishing, this book

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is for you. This book simplifies the writing process into four stages: Drafting, Feedback, Rewriting and Editing. It maintains that a graduate student is not merely training to be an academic, but is also a writer and artist. It also addresses misconceptions about writing that can hinder your progress, such as thinking that you must have it all together before you can begin. This book is written with the graduate student from a Social Science field in mind, but students of all fields will find its contents applicable. If you feel discouraged that you're not making progress in your writing, this book with chapters in bite-sized readings will encourage you and give you insights into your fears and inspiration to uplift you. Chapters of the book include: "Writing as a Tool", "Begin Writing at Every Stage of your

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Graduate Studies", "Start Small Wherever You Are", "Fear of Feedback", and "Value and Enjoy the Process, Not Just the Outcome."

Learning from the Lived Experiences of Graduate Student Writers is a timely resource for understanding and resolving some of the issues graduate students face, particularly as higher education begins to pay more critical attention to graduate student success. Offering diverse approaches for assisting this demographic, the book bridges the gap between theory and practice through structured examination of graduate students' narratives about their development as writers, as well as researched approaches for enabling these students to cultivate their craft. The first

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half of the book showcases the voices of graduate student writers themselves, who describe their experiences with graduate school literacy through various social issues like mentorship, access, writing in communities, and belonging in academic programs. Their narratives illuminate how systemic issues significantly affect graduate students from historically oppressed groups. The second half accompanies these stories with proposed solutions informed by empirical findings that provide evidence for new practices and programming for graduate student writers. Learning from the Lived Experiences of Graduate Student Writers values student experience as an integral part of designing approaches that promote epistemic justice. This text provides a fresh, comprehensive, and essential perspective

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on graduate writing and communication support that will be useful to administrators and faculty across a range of disciplines and institutional contexts. Contributors: Noro Andriamanalina, LaKela Atkinson, Daniel V. Bommarito, Elizabeth Brown, Rachael Cayley, Amanda E. Cuellar, Kirsten T. Edwards, Wonderful Faison, Amy Fenstermaker, Jennifer Friend, Beth Godbee, Hope Jackson, Karen Keaton Jackson, Haadi Jafarian, Alexandria Lockett, Shannon Madden, Kendra L. Mitchell, Michelle M. Paquette, Shelley Rodrigo, Julia Romberger, Lisa Russell-Pinson, Jennifer Salvo-Eaton, Richard Sévère, Cecilia D. Shelton, Pamela Strong Simmons, Jasmine Kar Tang, Anna K. Willow Treviño, Maurice Wilson, Anne Zanzucchi

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