Writing in the discipline (WID)

Support writing through integrated solutions

— such as this course
— support writing production

MIT
USF
Malmö university
what do we do

• Consult students and teachers about writing
• Train students to become peer consultants
• Research writing (Estonian and English)
• Develop interventions / courses / Boot Camp
• Edit/Proofreading/Translate scientific texts

www.keelekord.ee
background

Teaching scientific writing for 12 years

Research:

- Academic L2 (English) writing
- Writing Process
- Web-based peer review systems (MyReviewers)
aims today

• Increase awareness of writing requirements (science writing)
• Understand the process of writing to increase effectiveness and efficiency
• Learn to talk about writing — enter dialogue
• Apply understanding of reading to writing (modelling)
• Improve your L2 in the context of writing
We will develop an awareness how to write and how to develop and support your own writing.

specific writing task for this course and more generally for your thesis in order to build an understanding of writing requirements.

MyReviewers
through

Analysing existing texts. Our models.
Analysing your texts. Our experiment.
We look for:

   Higher Order concerns (Global)
   Lower Order concerns (Local)
Higher order

Research question / focus

Idea development (argument/detail/examples)

Audience/Purpose

Organisation
Lower order

Sentence structure
Punctuation
Word choice
Spelling
The process of writing
If you ask me, these assignments don't teach you how to write. They teach you how to hate to write.

Deadlines, rules how to do it, grades... How can you be creative when someone's breathing down your neck?

I guess you should try not to think about the end result too much and just have fun with the process of creating.

Every time I do that, I end up in the school psychologists' office.

Well, maybe not that much fun.
Novice and Expert

progression analysis, which combines ethnographic observation, interviews, computer logging, screenshot recordings, and cue-based retrospective verbalisations, has been used to explore differences between novice and expert writers.

What is the difference?
Professional writer
science writing

Process includes:

- supervisor (feedback/comments/ideas)
- department (requirements/feedback/comments/ideas)
- peers (feedback/comments)
- sources / literature (ideas)
- conferences (ideas)
- writing, writing, writing
simple conclusion

You never become an expert writer if you do not write!

- we can write anything during the process
Your writing assignment

“report of literature survey”

“Master thesis report”
Literature Survey

The draft should contain the following
– Title page
– Table of contents
– Introduction / motivation / research question (section „Introduction“)
– Research method
– Review / Survey / State of the art
– List of references
Literature Survey

The length of the literature survey (i.e., Chapter Review / Survey / State of the art) depends on the topic and the volume of relevant state of the art, but it should be roughly between 6 and 8 pages long.
What are the criteria of evaluation?


https://userpages.uni-koblenz.de/~laemmel/esecourse/slides/slr.pdf
When you know (understand) the criteria — you can recognise and apply

Hence — peer reviewing for better application and understanding.
When writing and giving feedback

Dealing with the whole text creation process
Dealing with Higher and Lower order concerns
Learning to write through writing (writing seminars)
Revision plan

Revision plans = dialogue between you and your peers / why do you change certain aspects of your text? Do you agree/disagree with your peers (why)? Or disagree with your course instructor?

In the ‘real’ world justifying specific aspects of your text are needed.
rules for feedback

Criterion-based feedback (your assignments)
Reader-based feedback
Be concrete in your feedback (prepare)
Prioritising feedback
TIME MANAGED — everybody receives the same amount of feedback (2 rounds 6 hours)
Key: preparation
MyReviewers

Provides criterion (for feedback)
Web-based feedback
Additional resources

Instructor — observes and guides the feedback
Instructor — gives additional feedback
giving and receiving

Part of your profession
As difficult as writing
Engaged in reading and writing
Be considerate!!!!!!
good feedback

Critical - but needs to be well argued
Global then local
Comment as reader
   “I think”
Comment objectively not emotionally
   “the text”
Be precise, point to where and what you are commenting on in the text
Example

I really enjoyed reading your literature review. I think you are a good writer. I also really like your project description. But the research question is not really clear, so I expect the research question to be improved for the next draft.
Example

I had difficulty understanding which criteria you included and excluded to assess each potential primary study. As a result, the second paragraph is a little unclear when I read it. I would suggest being more clear about your criteria.
Example

Great work, does not need any changes.
Example

I really like your research question: “Should we expect more accurate effort estimates when applying expert judgment or models?”; however, I felt that at the end of the text, I as a reader was not clear what the answer to that question is. At least, it does not come out. I am not entirely sure why, but maybe you can more directly answer the question, rather than circling around.
Example

This literature review does not meet the criteria. I think you need a lot of work and I think you copied quite a lot from online sources.
Consideration

1. Read the text
2. Mark inconsistencies (reader based)
3. Prioritise comments (based on criteria of review)

It is better to receive meaningful comments than many comments which do not help improve the quality of the text.
Do we need niceties?

Comments which are revision oriented
Comments which are non-revision oriented?
Revise, revise, revise

Get you to write
Think about your writing (and that of others)
Revise, revise, revise
Remember

For the DRAFTS no need for perfection
DEADLINE is DEADLINE
Be considerate to each other
To summarise

March 31: first draft submission (complete literature review) at least 8 pages.
13 March: complete reviews of peers work (2 weeks)
28 April: submit revisions (second draft)
12 May: complete second reviews (2 weeks)

26 May: final submission — to instructor + URKUND report
Urkund report

Urkund plagiarism checker

Send your text to: djuddah.leijen.ut@analysis.urkund.com

(you can do so throughout the writing process)
The process of writing
My Role

Throughout your whole writing process for this course

1. Support
2. Answer your questions and text related problems
3. Give feedback

Follow your progress in MyReviewers
Answer questions in Piazza
Provide resources if needed