

Academic Language & Literacy Help Available to you

English Language Education



1 English Language Education

2 Institute for Academic Development

3 External

UNIVERSITY
EDINBURGH



ENGLISH LANGUAGE EDUCATION

English Language Education home

Home > English Language Education > ELE Courses > English Language Support for Internati

for International

English Language Support for (EL SIS)

English Language Education (ELE)

<https://www.ed.ac.uk/english-language-teaching>

Academic Language and Literacies for In-Sessional Study (ALLIS)

- Academic Writing for International Students
- Grammar for Academic Writing [In-person & Online]
- Seminar Discussion Skills [In-person **ONLY**]
Start 27th February

<https://www.ed.ac.uk/english-language-teaching/in-sessional-courses/elsis>

The screenshot displays the website for English Language Education. The main heading is "ENGLISH LANGUAGE EDUCATION". The page is titled "ALLIS Courses for Undergraduate and Postgraduate Taught Students". Below the title, it states "Courses for students on UG and PG Taught programmes." A section titled "Semester 1 Courses 22/23" contains a table of courses. The table has three columns: "Course", "Starts week commencing:", and "Duration/hours". The courses listed are "Academic Writing for In-sessional Study (Online)", "Academic Writing for In-sessional Study (In-person)", and "Grammar for Academic Writing (Online)".

Course	Starts week commencing:	Duration/hours
Academic Writing for In-sessional Study (Online)	03 October 2022	1 hour
Academic Writing for In-sessional Study (In-person)	03 October 2022	2 hours
Grammar for Academic Writing (Online)	03 October 2022	1 hour

Academic Language and Literacies for In-sessional Study (ALLIS)

- The courses are free of charge and non-credit bearing.
- Courses are 4 weeks (2 each in Semesters 1 and 2)
- Places are allocated on a first-come, first-served basis.
- All our teachers are very experienced in teaching English for academic purposes and working with international students from different disciplines.



Independent Study Materials

Required

Following course-specific materials:

↓ Speaking Skills

↓ Li

↓ Presentation Skills

↓ Re

↓ Grammar for Academic Writing

↓

↓ Writing for Postgraduates (Supplementary Materials)

↓

↓ Writing your PhD: Reviewing the Literature

↓ Writ

Academic Language and Literacies
for In-Sessional Study (ALLIS)

What if I don't get a place on an ALLIS course?

Where available, take advantage of our **Independent Study Materials**

<https://www.ed.ac.uk/english-language-teaching/ele-courses/elsis/independent-study-materials>

[EASE Login required]

Graduate Writing Centre

- Need help with your writing at any time of the semester?
- You can receive one-to-one consultations in an academic writing tutorial (45 minutes) for postgraduate (PGT & PGR) international students.
- Booking is via MyEd.

<https://www.ed.ac.uk/english-language-teaching/in-session-courses/graduate-writing-centre>

ENGLISH LANGUAGE EDUCATION

English Language Education home

In-session English language courses

Academic Language and Literacies for In-Sessional Study (ALLIS) (Formerly ELSIS)

Graduate Writing Centre

Home > English Language Education > In-sessional English language courses > Gradu

Graduate Writing Centre

Information about online one-to-one academic writing tutorials (PGT and PGR).

In addition to our other courses, English Language Education (ELE) offers one-to-one (PGT and PGR) and members of staff. Undergraduate students seeking academic writing devel

Our online one-to-one sessions are approximately 45 minutes long and are designed writing with an English for Academic Purposes expert.

What can I discuss?

You should prepare to upload a piece of your writing (around 350 words) that you w questions) for discussion.

We can offer advice on all aspects of writing from the macro-level to the micro-level

- meet expectations in your discipline, considering the genre you are being asked
- organise. link and develop your ideas

Graduate Writing Centre

- Available into June
- Provide 350 max word sample
- Provide a question for discussion
- NOT a proofreading service
- Booking is via MyEd.

<https://www.ed.ac.uk/english-language-teaching/in-session-courses/graduate-writing-centre>

ENGLISH LANGUAGE EDUCATION

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Contact English Language Education
(ELE)

Tel.: +44 (0)131 650 4400

Email: eleinfo@ed.ac.uk

**The University of Edinburgh
Centre for Open Learning
Paterson's Land
Holyrood Road
Edinburgh
EH8 8AQ**

Institute for Academic Development (IAD)

<https://www.ed.ac.uk/institute-academic-development/study-hub>



ACADEMIC DEVELOPMENT

Home > Institute for Academic Development > Study Hub > Study Hub learning resources

Study Hub learning resources

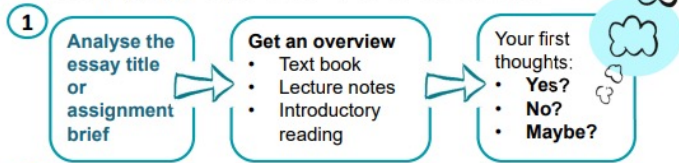
resources. Advice on specific study skills topics, plus downloadable re

Building an argument as you go



Thinking, reading, thinking, writing - repeat...

You can develop the steps of your argument in your writing as you go, identifying the points you want to make and the evidence you will use.



2 Create a working hypothesis

Write an initial response offering a few conclusions as a basic answer to the essay title or assignment brief. Stick to two or three sentences.

You will change and develop it as you read and investigate the topic.

3 Test your hypothesis with questions

Step one: Pretend you disagree – why would you disagree?

Step two: Pretend you agree totally – and add something else in support.

Step three: Agree to some extent, but point out weaknesses.

- What evidence can I find in support of / against this?
- What theoretical perspectives does it fit / not fit with?
- What do the main authors or thinkers have to say?
- Make comparisons – look for differences and similarities.

Make these questions more and more specific as you read more.

4 Modify and develop your answer as you read

How far – if at all – does each text confirm your answer?

Which parts? In what way? Can you use it in your essay? How? Where?

How far – if at all – does it contradict your answer?

Do you need to modify your answer? Why? In what way?

Will you keep your response and conclusions the same?

Does it suggest new questions/ issues you need to address?

How will you build these into your argument?



Institute for Academic Development

Build an argument as you go

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/writing>

Developing writing in paragraphs



- Paragraphs are the blocks of writing you use to build your assignments.
- A paragraph is made up of a number of sentences linked together around a theme or topic.
- Using paragraphs allows the reader to cope with a section at a time.
- Paragraphs are a way of organising your thinking and making the meaning clear.



Make a list of the points or ideas you plan to write about.



Decide what order you want to discuss these points in.



Write each paragraph centred on one clear idea or point.

- 1 The first sentence is usually the **topic sentence** and tells us what the paragraph is about – the main theme, idea or point.

2 Development

The middle is where you develop or expand your main theme and the point you are making.

Explain and clarify by offering definitions of terms and by giving more detail.

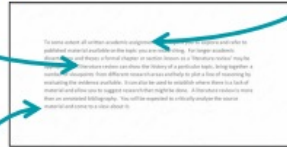
Give evidence in support of your point from reading or research. Explain how this illustrates or proves the point you are making.

How long is a paragraph?

There is no fixed or ideal length for a paragraph.

If you are changing direction and want to bring in a new idea, then start a new paragraph.

Try to avoid really long paragraphs. You may need more than one paragraph if the theme is complex.



- 3 Finally, finish off the main idea of the paragraph with a **concluding sentence**.
- You may want to link this back to the main point or the assignment title.
 - You can emphasise the main point.
 - You can prepare for the next paragraph.

Plan your sequence

- Make sure each paragraph follows the one before it and leads to the one after in a way that makes sense to the reader.
- Order your paragraphs to make your line of reasoning clear and convincing. Persuade the reader by having good reasons for the points you are making.



Institute for Academic Development

Developing writing in paragraphs

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/writing>

Getting your ideas in order: 1



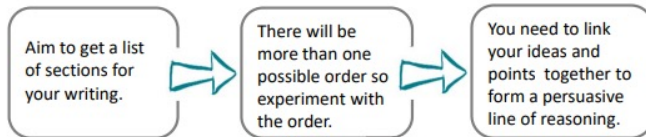
Getting some order

In any written assignment you will be expected to organise and structure information from a range of sources. This can mean you end up with a lot of notes and bits of writing you need to link together.

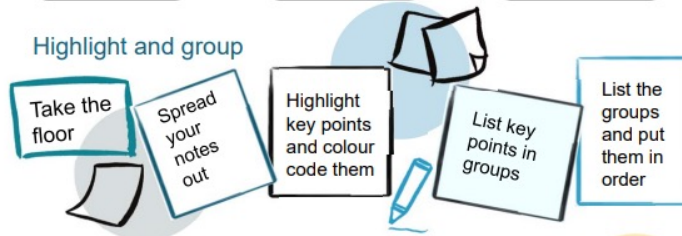


- What should you select?
- What are the relationships between ideas and concepts?
- How can you reorganise these in response to the task set?

These are suggestions – experiment and find out what works for you.



Highlight and group



Shuffle your key ideas around

- Putting material into groups makes it easier to see how you might link the material together.
- Playing around with the order can help you arrive at a line reasoning that will convince the reader.
- Your readers will be able to follow your argument more easily if you have thought about the best order to use.

On screen



Copy and paste key ideas as short summaries.

Shuffle these around in your document.

Draft a outline plan based on the order you arrive at.



Getting your ideas in order

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/writing>

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Writing




**Using English for Academic Purposes
For Students in Higher Education**

(Since 29th April, 1999 - 21 years!)

Andy Gillett
© Andy Gillett, 2020

Last updated: 18th February, 2020

See www.uefap.net for a more modern version.

 Follow @UEfAP

**UEfAP [Using English for
Academic Purposes for
Students in Higher
Education]**

<http://www.uefap.com/>

The screenshot shows the Academic Phrasebank website. At the top, the University of Manchester logo is partially visible. Below it is a navigation menu with five items: 'Introducing Work', 'Referring to Sources', 'Describing Methods', 'Reporting Results', and 'Discussing'. The main heading is 'Home Page'. On the left, there is a sidebar titled 'GENERAL LANGUAGE FUNCTIONS' with a list of categories: 'Being Cautious', 'Being Critical', 'Classifying and Listing', 'Compare and Contrast', 'Defining Terms', 'Describing Trends', 'Describing Quantities', 'Explaining Causality', 'Giving Examples', 'Summarising Transition', and 'Writing about the Past'. The main content area contains a paragraph explaining the resource's purpose and a call to action for feedback.

of Manchester

Introducing Work Referring to Sources Describing Methods Reporting Results Discussing

Home Page

GENERAL LANGUAGE FUNCTIONS

- Being Cautious
- Being Critical
- Classifying and Listing
- Compare and Contrast
- Defining Terms
- Describing Trends
- Describing Quantities
- Explaining Causality
- Giving Examples
- Summarising Transition
- Writing about the Past

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click **here** to access a very short questionnaire. Thank you.

expanded
K is
format:

**Manchester Academic
Phrasebank**
<https://www.phrasebank.manchester.ac.uk/>

Academic Writing

- <http://www.uefap.net/writing/writing-paragraphs/writing-paragraphs-cohesion>
- <https://arts.uottawa.ca/writingcentre/en/hypergrammar/building-sentences>
- <https://arts.uottawa.ca/writingcentre/en/hypergrammar/writing-paragraphs>

Academic Writing in the Sciences

- <https://sites.duke.edu/scientificwriting/>

Writing clearly, concisely & precisely

- <https://www.monash.edu/rlo/research-writing-assignments/writing/clear-communication/writing-clearly-concisely-and-precisely>
- <https://natureofwriting.com/courses/sentence-structure/lessons/concise-sentences-2/topic/concise-sentences/>
- <https://www.scribbr.com/academic-writing/write-concisely/>

Fragments and Run-Ons

- <http://guidetogrammar.org/grammar/fragments.htm>
- <https://study.com/academy/lesson/what-is-a-sentence-fragment-definition-examples-quiz.html>
- <https://academicguides.waldenu.edu/writingcenter/grammar/runonsentences>

Academic Word List

- <https://www.eapfoundation.com/vocab/academic/awllists/>
- <http://www.uefap.com/vocab/select/awl.htm>
- <https://www.wgtn.ac.nz/lals/resources/academicwordlist>