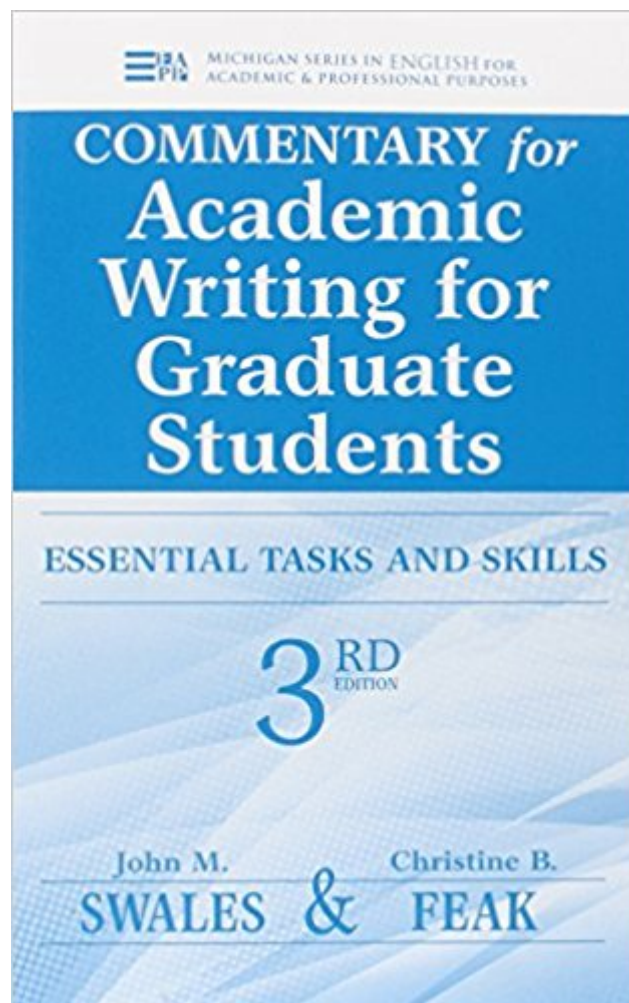


The book was found

Commentary For Academic Writing For Graduate Students, 3rd Ed.: Essential Tasks And Skills (Michigan Series In English For Academic & Professional Purposes)



Synopsis

The Commentary for the third edition of this successful guide to writing[®] has been revised and expanded in many ways to provide more support for instructors; this includes additional tasks for Units Two and Four to supplement the main text. However, the collegial tone established in previous Commentaries between Swales & Feak and instructors has been retained. [®] This volume contains commentaries on each of the eight units plus the two appendixes. The format for each unit includes a summary of the main points of the unit along with a list of topics covered. a synopsis of activities, divided into Language Focus sections and description of tasks. some general notes designed to capture the character of the unit, to indicate alternative activities, or to anticipate problems that may arise. detailed commentary and discussion of individual tasks, including model or sample answers where possible.

Book Information

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Customer Reviews

I used the 2nd edition of this book to teach Academic Writing in a Continuing ed. ESL program to mostly Phd. candidates at the University of Massachusetts, as well as to Phd. students and professors at the University of Sao Paulo, Brazil. I found this to be an outstanding book for graduate students needing to learn the organizational patterns of IMRD research papers as well as rhetorical strategies commonly employed in such papers. Since these conventions are not typically taught in the ESL courses in the countries my students came from, they typically found the text quite informative. Having revised the English of over 1,400 research papers written by non-native

speakers of English, I find this book to be highly relevant for anyone learning the basics of writing research papers. For example, the three moves of the introduction: 1. Begin by defining the larger general territory or context from which the topic of your study develops. 2. Point out a gap or lack of knowledge that exists in the literature about the topic of your study. 3. Indicate how your study fills this gap. Feaks and Swales elaborate on these 3 moves, and illustrate how to structure the introduction according to these three moves. The authors provide a lucid and simple set of points for students, which are quite reassuring to junior authors writing their first paper. While there are countless guidebooks on writing research papers, the authors address the unique needs of English Language Learners. It is a fine book to use alone, in small groups, or with large classes. One interesting feature of this book is that it does not simply prescribe rules. It is a far more nuanced approach to the topic.

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