

Writing Seminar for METU Faculty

by
Sheryl Holt

21-23 May 2012

DAY 1

May 21, 2012

“General Academic and Scholarly Writing Sessions”

Engineering Building MM 316

(Max. 50 people)

The goal is to help participants learn and practice how to improve their overall writing style for academic papers in English. Participants will become familiar with what English readers of academic work expect in terms of clarity and conciseness including style, verbs, vocabulary and documentation. These concepts guide all academic writing including essays and formal published work.

Session 1 (10:00-12:00):

The general topics of the first session focus on the two most important principles of academic writing: clarity and conciseness. We will discuss specific techniques for being direct, making ideas clear for the reader and reducing unnecessary words, so readers can focus on the most important ideas in the paper.

Session 2 (13:00-15:00):

The focus of the second session is on making writing sophisticated at the sentence level and word level. We will especially discuss using formal vocabulary and style, repetition of key words, parallel structures and where to use passive voice words that show critical thinking to your reader in academic writing.

DAY 2

May 22, 2012

“Sessions on Becoming Published”

Culture and Convention Center – Hall D

(Max. 110 people)

This is most useful for researchers and graduate students who want to write and/or publish scholarly work in English. This is not a basic writing seminar but focuses on the principles of upper-level, graduate and scholarly writing. Participants will learn specific skills that will help their work become more attractive to English readers. We will also focus on vocabulary and grammar that apply to specific fields of study even though participants may come from various academic backgrounds. The main goal is to help participants apply these principles to their own graduate and scholarly writing tasks. The participants may bring a published, scholarly article from a journal in their own field to see how these principles are applied in real writing and to analyze research writing in the participants' specific fields of study for style and form. As time permits, we will examine typical, high-level structural problems in English including article use (the/a), count and non-count nouns, singular/plural agreement and verb tense.

Session 1 (10:00-12:00):

The main focus of this first session is how to impress reviewers in the Introduction and Discussion/Conclusion. We will look at how to show the significance of your work in the literature review and use of reporting verbs, the all-important gap statement and statements that show the value of the research. The focus of the Discussion/Conclusion sections will be on how to show significance of the results and use of tentative verbs as you interpret the results.

Session 2 (13:00-15:00):

This session will focus on the Methods and Findings sections. We will particularly discuss strategies for being precise and using specific, formal language. For the Findings section, we will discuss organization of ideas, effective use of graphs, numbers and key concepts. As time permits, we will discuss difficult punctuation and grammar concerns in these sections.

DAY 3

May 23, 2012

“Publication Workshop”

SFL- Academic Writing Center

Engineering Building MM 318

(Max. 12 people)

The goal of this hands-on workshop is to individualize the concepts of the previous Publication Seminar to help with self-editing of grammar and how to avoid common mistakes that hinder publication chances. Participants will be encouraged to bring the papers they are currently writing. Alternatively, the participants can submit their papers before attending the session for a review. The lecturer could, upon consent, incorporate some of their sentences as examples in the workshop and/or give personalized feedback, so participants can receive maximum benefit from the session. Attendance will be limited.

* Participants have to call 3921 or 3946 to sign up.

* Upon demand, an additional workshop will be carried out.



Sheryl Holt, has been teaching professional English, ESL, and communication skills for over 30 years. She is currently the English Composition Coordinator for Non-native Speakers of English, coordinating Freshman Composition courses and graduate-level writing and presentation courses for non-native speakers of English from around the world. For 25 years she has been teaching at the University of Minnesota specializing in pronunciation, professional and graduate writing, and business communication skills. She has also published several materials, including videotapes and workbooks, with a focus on graduate writing, pronunciation, and presentation skills for professionals and advanced ESL students. Sheryl is also an experienced trainer and teacher of seminars and workshops in the US and around the world in places such as Brazil, Czech Republic, Hong Kong and Indonesia