Project Partners

- International Association of Educators, USA

- Çanakkale Onsekiz Mart University (ÇOMU), Turkiye

- ÇOMU Faculty of Education, Turkiye

- ÇOMU Continuing Education Center, Turkiye

- Sh. Ualikhanov Kokshetau University, Kazakhstan

- Kh. Dosmukhamedov Aytrau State University, Kazakhstan

- Margulan University (Pavlodar Pedagogical University), Kazakhstan

- Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan

- K. Zhubanov Aktobe Regional University, Kazakhstan

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- Prof. Dr. Salih Zeki Genç, Çanakkale Onsekiz Mart University, (Supervisor)

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- Emre Uygun, Çanakkale Onsekiz Mart University, (Research Assistant)

A Series of
Academic Writing Tips

Assoc. Prof. Dr. Kürşat Cesur

Çanakkale Onsekiz Mart University
Continuing Education Center

ÇOMU CONTINUING EDUCATION CENTER

ÇOMU E-CERTIFICATE EDUCATION PROGRAM

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Assoc. Prof. Dr.
Kürşat Cesur

Having completed his undergraduate, graduate, and doctoral studies in the field of English Language Teaching, Assoc. Prof. Dr. Kürşat Cesur has been working at the Department of ELT, ÇOMU since 2013.

MA, PhD.
Assoc. Prof. Dr.
ELT, COMU.

Presentation I

Academic Writing

Presentation Outcomes

- ▸ Define what constitutes an academic writing by stating its features of clarity, consistency, focus, structure, and provable nature.
- ▸ Explain the main features of academic writing and their place in the process of writing.
- ▸ Correctly structure an academic writing with all its sections in proper form and order.

Table of Contents

Defining
Academic Writing

It is a piece of writing informing about a specific subject, such as *essays, articles,* or *reports.*

Part I

Principles of Academic Writing

Principles of **Academic Writing**

Using a formal tone and style with comprehensible language

Knowing field-specific conventions of writing

Focusing on the subject instead of the writer

Objectivity and impersonality

Principles of **Academic Writing**

Use passive forms and formal verbs.

Use markers and linkers to be cohesive.

Firstly, secondly, initially, lastly…

As a result, in accordance, therefore, etc…

Back up your claims and points.

Avoid the use of personal pronouns, contractions, extreme statements, and informal English.

Part II

Features of Academic Writing

Features of
Academic Writing

It has a central issue / theme. The goal is to inform.
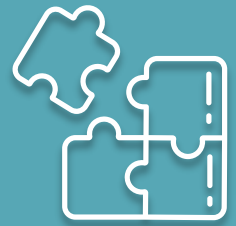
Features of **Academic Writing**

Complexity
It is more complex than spoken interaction.

Formality
Informal expressions are avoided.

Objectivity
Focus is on the issue.

Explicitness
Parts of the text clearly interrelate.

Hedging
The standpoint of the author is final.

Responsibility
Evidence and justifications are provided.

Part III

Sections of Academic Writing

Level of Headings

APA Headings	
Level	**Format**
1	**Centered, Boldface, Uppercase and Lowercase Headings**
2	**Flush left, Boldface, Uppercase and Lowercase Heading**
3	**Indented, boldface, lowercase paragraph heading ending with a period.**
4	***Indented, boldface, italicized, lowercase paragraph heading ending with a period.***
5	*Indented, italicized, lowercase paragraph heading ending with a period.*

Sections of **Academic Writing**

Cover Page →	Abstract →	Contents Page →	Introduction
Literature Review →	Methodology →	Findings →	Discussion
Conclusions →	Implications →	References →	Appendices
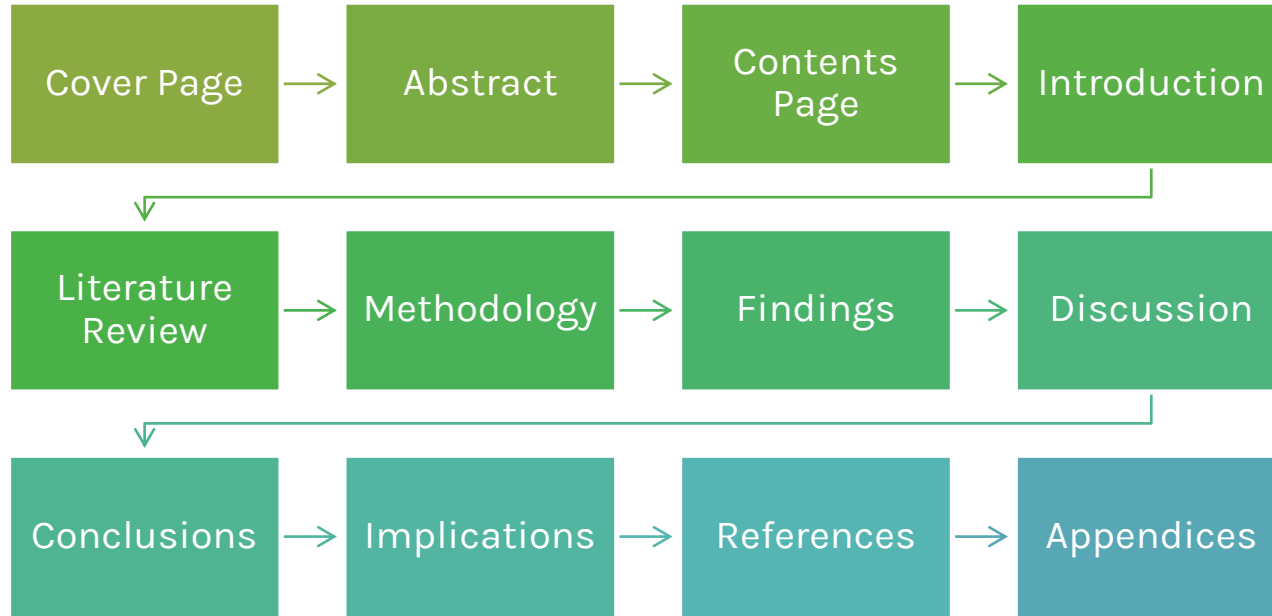
Branching Paths: A Novel Teacher Evaluation Model for Faculty Development

Kim A. Park,[1] James P. Bavis,[1] and Ahn G. Nu[2]

[1]Department of English, Purdue University

[2]Center for Faculty Education, Department of Educational Psychology, Quad City University

Commented [AF1]: The running head is a shortened version of the paper's title that appears on every page. It is written in all capitals, and it should be flush left in the document's header. No "Running head:" label is included in APA 7. If the paper's title is fewer than 50 characters (including spaces and punctuation), the actual title may be used rather than a shortened form.

Commented [AF2]: Page numbers begin on the first page and follow on every subsequent page without interruption. No other information (e.g., authors' last names) are required.

Commented [AF3]: The paper's title should be centered, bold, and written in title case. It should be three or four lines below the top margin of the page. In this sample paper, we've put three blank lines above the title.

Commented [AF4]: Authors' names appear one double-spaced line below the title. They should be written as follows:
First name, middle initial(s), last name.
Omit all professional titles and/or degrees (e.g., Dr., Rev., PhD, MA).

Commented [AF5]: Authors' affiliations follow immediately after their names. If the authors represent multiple institutions, as is the case in this sample, use superscripted numbers to indicate which author is affiliated with which institution. If all authors represent the same institution, do not use any numbers.

Cover Page

Assoc. Prof. Dr. Kürşat Cesur – Academic Writing

Abstract Page

Abstract

A large body of assessment literature suggests that students' evaluations of their teachers (SETs) can fail to measure the construct of teaching in a variety of contexts. This can compromise faculty development efforts that rely on information from SETs. The disconnect between SET results and faculty development efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.

Keywords: college teaching, student evaluations of teaching, scale development, ebb scale, pedagogies, educational assessment, faculty development

Commented [AF8]: Note that both the running head and the page number continue on the pages that follow the title.

Commented [AF9]: The word "Abstract" should be centered and bolded at the top of the page.

Commented [AF10]: By standard convention, abstracts do not contain citations of other works. If you need to refer to another work in the abstract, mentioning the authors in the text can often suffice. Note also that some institutions and publications may allow for citations in the abstract.

Commented [AF11]: An abstract quickly summarizes the main points of the paper that follows it. The APA 7 manual does not give explicit directions for how long abstracts should be, but it does note that most abstracts do not exceed 250 words (p. 38). It also notes that professional publishers (like academic journals) may have a variety of rules for abstracts, and that writers should typically defer to these.

Commented [AF12]: The main paragraph of the abstract should not be indented.

Commented [AF13]: Follow the abstract with a selection of keywords that describe the important ideas or subjects in your paper. These help online readers search for your paper in a database.
The keyword list should have its first line indented 0.5 inches. Begin the list with the label *Keywords:* (note the italics and the colon). Follow this with a list of keywords written in lowercase (except for proper nouns) and separated by commas. Do not place a period at the end of the list.

Contents Page

Table of Contents

Introduction **Section**

Background

Give short info about the topic.

Aims and Research Questions

Explain the aim and ask your questions.

Importance of the Study

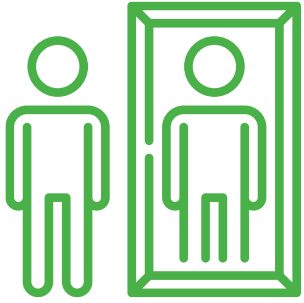Why is your study important?

Assumptions of the Study

What do you expect from the study?

Limitations

Study's shortcomings.

Literature Review

Present the works you referred to while researching.
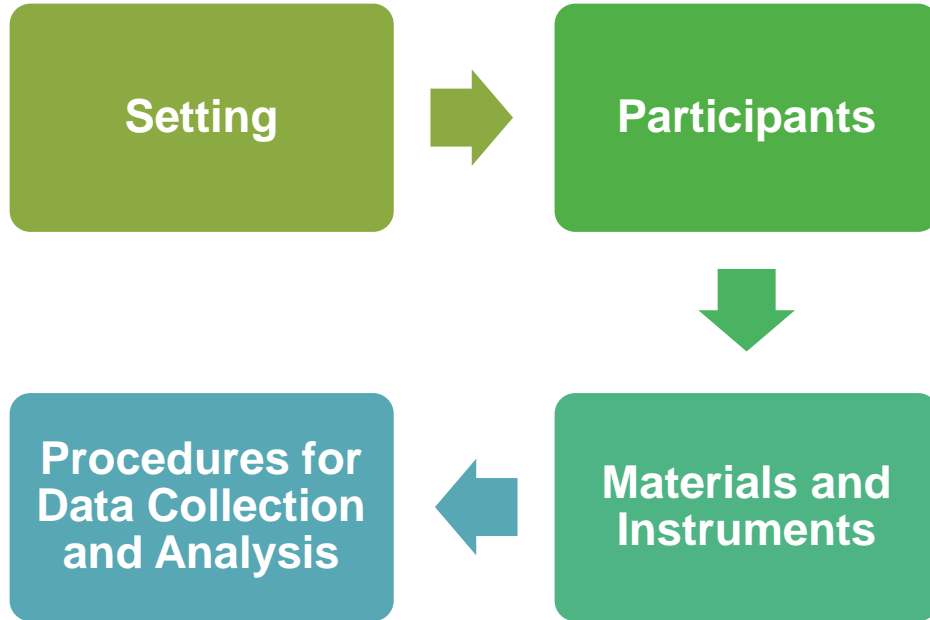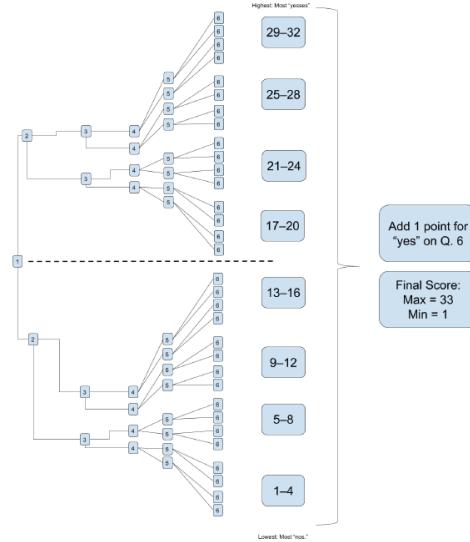
Methodology Section

Setting → **Participants**

↓

Procedures for Data Collection and Analysis ← **Materials and Instruments**

Figure 1

Illustration of HET's Branching Structure

Highest: Most "yesses"

| 29–32 |
| 25–28 |
| 21–24 |
| 17–20 |

Add 1 point for "yes" on Q. 6

Final Score:
Max = 33
Min = 1

| 13–16 |
| 9–12 |
| 5–8 |
| 1–4 |

Lowest: Most "nos."

Commented [AF32]: Tables and figures are numbered sequentially (i.e., 1, 2, 3 ...). They are identified via a second-level heading (flush- left, bold, and title case) followed by an italic title that briefly describes the content of the table or figure.

Discussion Section

It discusses the findings to draw conclusions.

Conclusions **Section**

Author's last points are here.

Statements made in the introduction are recalled.

A clear, comprehensive conclusion is drawn.

The impression should be that the purpose has been achieved.

Implications Section

Also known as "recommendations", it is to do with what can be done with your results.

References Section

References

Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology, 64*(3), 431–441. http://dx.doi.org/10.1037/0022-3514.64.3.431

American Association of University Professors. (n.d.). Background facts on contingent faculty positions. https://www.aaup.org/issues/contingency/background-facts

American Association of University Professors. (2018, October 11). Data snapshot: Contingent faculty in US higher ed. *AAUP Updates.* https://www.aaup.org/news/data-snapshot-contingent-faculty-us-higher-ed#.Xfpdmy2ZNR4

Anderson, K., & Miller, E. D. (1997). Gender and student evaluations of teaching. *PS: Political Science and Politics, 30*(2), 216–219. https://doi.org/10.2307/420499

Commented [AF38]: Start the references list on a new page. The word "References" (or "Reference," if there is only one source), should appear bolded and centered at the top of the page.
Reference entries should follow in alphabetical order. There should be a reference entry for every source cited in the text.

Commented [AF39]: Source with two authors.

Commented [AF40]: All citation entries should be double-spaced. After the first line of each entry, every following line should be indented a half inch (this is called a "hanging indent").

Commented [AF41]: Source with organizational author.

Assoc. Prof. Dr. Kürşat Cesur – Academic Writing

Appendices
Section

Materials you used during research, such as *a questionnaire* or *a listening passage.*

Textual References

Assoc. Prof. Dr. Salım Razı (2011)	• Advanced reading and writing skills in ELT: APA style handbook.
University of Leeds, AC, UK.	• [Open Library](#) – Academic Writing
Purdue University	• [Online Writing Lab](#)
Assoc. Prof. Dr. Kürşat Cesur	• Experience ☺

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THANK YOU!

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