



STLHE Conference – 22 June 2016 London, Ontario

***Making the implicit
explicit: A strategy for
developing doctoral
writing skills***

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New Zealand and Hamilton



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Hamilton & the Waikato



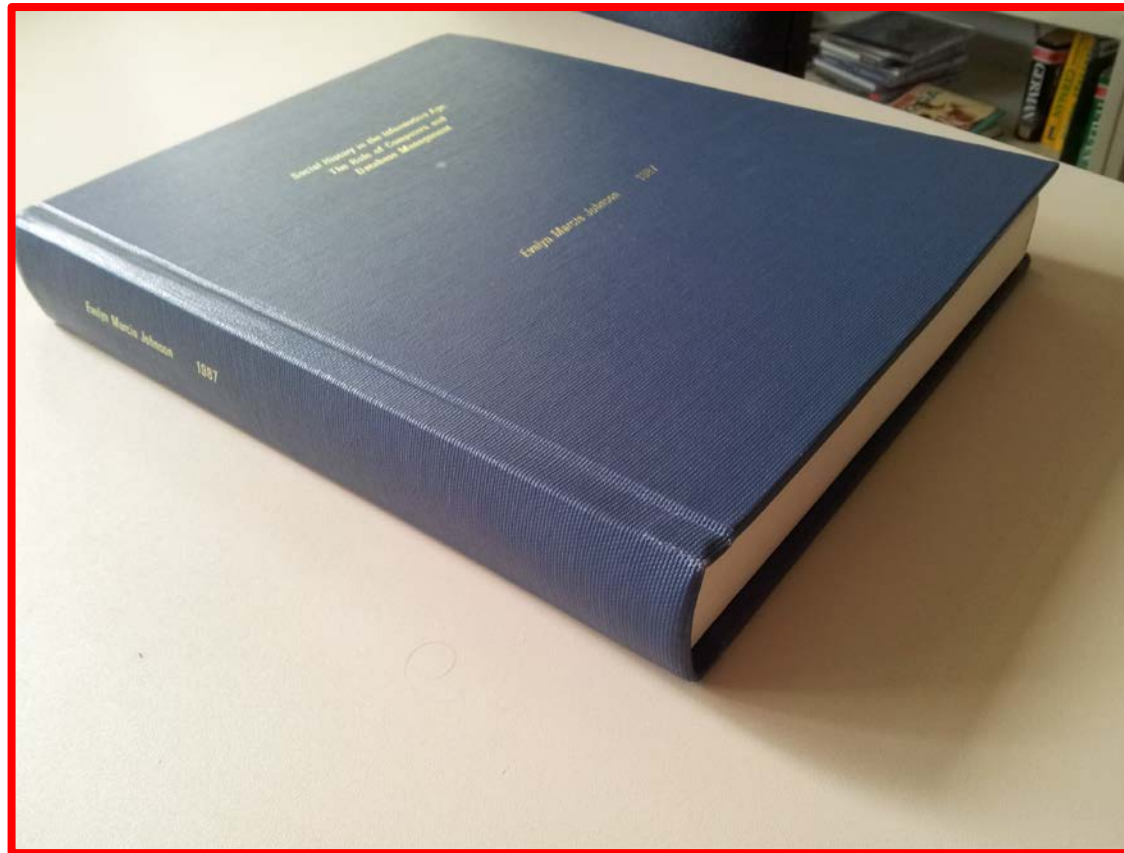
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- The Hamilton population is approximately 140,000.
- The University of Waikato has around 10,000 EFTS and about 1,600 FTE staff.
- Waikato has 6 Faculties – Education, Management, Arts and Social Sciences, Science and Engineering, Law, and Computing and Mathematical Sciences.
- There are approximately 600 FTE PhD students.

The PhD goal – a finished written thesis



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Doctor of Philosophy (PhD)

- The degree of Doctor of Philosophy (PhD) is awarded by the University for research carried out under the supervision of at least two staff members.... The research, which must be the candidate's own work, is written up as a thesis ...The thesis is required to present the case for the research, outline the research undertaken and the findings and conclusions of that research. **There is no course work for this degree.**

Generic centralised writing development



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- Supervisors can provide writing development support for students, but some find it difficult.
- Some do not think it's their job to work with students to develop writing; their job is to oversee research.
- Centralised generic support can provide some help – that's where our Centre for Tertiary Teaching & Learning comes in.

Doctoral Writing Conversation (DWC)



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- DWC is a pan-university, cross-disciplinary, generic writing discussion forum for doctoral students.
- All writing activity offered must have general relevance and help students develop academic writing strategies.
- Offered for two hours most Friday morning from March to November. Running since 2009.
- Four, 2-day off-campus writing retreats also offered during the year.

Doctoral Writing Conversation (DWC)



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- The DWC focus is to disaggregate expert academic writing and make the rhetorical structures explicit.
- The DWC aim is to help students develop strategies to become expert writers.
- The DWC operates through dialogic practice and hands-on activities.

A session on academic voice



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- Every week there is good student attendance; between 15-30 depending on the topic.
- One of the topics is developing academic voice through examination of published academic articles and discussion (in small groups or with a peer).
- Here's what we do – I'll describe how we got there.

What is academic voice?



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http://www.sjsu.edu/music/current_students/degree_plans/ensembles/vocal_choir/



- With a partner or in small groups, discuss some ideas about what *you* think is included in the idea of “academic voice”.
- I’ll ask groups to share their ideas – remember there are no “right” or “wrong” answers – just ideas.



- The ability to communicate:
 - complex theoretical and research arguments in a clear, well-organized, and academically robust manner;
 - in an academically recognizable manner in your discipline.
- Academic voice includes concepts of appropriate language use and structure.
- In this presentation, we'll look at some strategies for developing your academic writing voice.



- Three levels of writing structure in a thesis
 - Macro
 - Meso
 - Micro
- Turn to a partner and discuss what is meant by each of these words.



- The whole document
- The overall organizational plan should be clear to a reader.
- Know what is expected – check out what others have done in your field (Library / Research Commons).
- Print out a table of contents and check it carefully for consistency.

Example Table of Contents



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Table of Contents

List of Tables	ix
List of Figures	x
1 Introduction	1
1.1 The Demand for Formation Flight-Capable UAS	1
1.2 Types of Formation Flight	3
1.2.1 Control Approaches	3
1.2.2 Formation Strategies	4
1.3 Advantages of Vision-Based Localization	6
1.4 Related Work	7
1.4.1 UAV Formation Flight Work at Cal Poly	8
1.4.2 Camera Based Localization for Autonomous UAV Formation Flight	9
1.5 Objective of Thesis	11
1.6 Organization of Thesis	13
2 Background	14
2.1 Reference Frames and Coordinate Transformations	14
2.1.1 Body Frames	14
2.1.2 Camera Frame	15
2.1.3 Formation Frame	16
2.1.4 General Coordinate Transformation	17
2.2 Perspective- n -Point (PnP) Solution	18
2.2.1 Camera Model	18
2.2.2 EPnP Algorithm Overview	21
3 Development Platform and Hardware	25

Table of Contents



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- Take a look at the Table of Contents examples.
- What are the common features of both?
- What features differ?
- What do these examples tell you about the research?



- Paragraph level / section level
- Ensure smooth transitions between paragraphs and sections. Don't leave your reader wondering "why".
- Provide short summaries of sections and clear conclusions.
- Remind the reader of key points but not too often (flow)!
- Keep your research questions in sight and make sure that your text is linking to them!

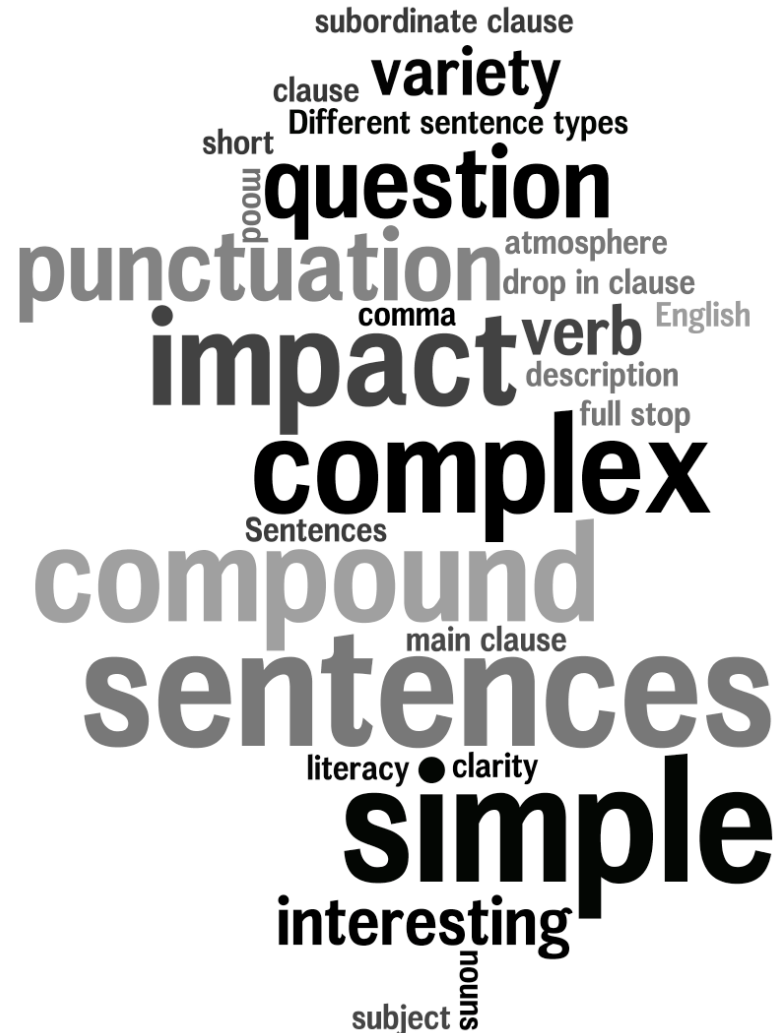


- If sentences don't read smoothly, ask yourself why.
 - Is the order correct?
 - Do you have too many short 'choppy' sentences?
 - Are your sentences too long (run-on sentences)?
 - Do you have incomplete sentences (missing verbs or subjects)?
- “Cut the fat” – have you used a sentence when a couple of words would suffice?
- Grammar – make sure it is completely correct ([Grammarist](#) / [Grammar Girl](#)).

Vary your sentences



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Vary your sentences



- Have a look at the examples from published articles.
- What features do you notice about how the sentences have been constructed?
- What features do you notice about the flow of the argument from paragraph to paragraph?
- What have the authors done to keep your attention?
- Which article do you prefer and why?

Stylistic choices in writing



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- Turn to a partner.
- What do the following terms mean / why do you need to understand these terms?
 - Active and passive voice
 - Verb tense
 - Grammatical person / grammatical case
 - Leading clauses
 - Epistemic stance

Stylistic Choices



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- Voice – active or passive?
- Tense – past, present, or future?
- Grammatical person and case – first, second, or third; singular or plural / subjective, objective, or possessive.
- Punctuation – do you need a comma, semi-colon, apostrophe, or something else?

Grammatical person / case



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- In *grammatical* terms, first *person*, second *person*, and third *person* refer to personal pronouns. Each “*person*” has a different perspective, a “point of view,” and the three points of view have singular and plural forms as well as three case forms. (Grammar Girl)

Grammatical person / case



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PRONOUN CASES

- **Nominative Case (Subject)**

	Singular	Plural
1st	<u>I</u>	<u>we</u>
2nd	<u>you</u>	<u>you</u>
3rd	<u>he/she/it</u>	<u>they</u>

- **Objective Case (Object)**

	Singular	Plural
1st	<u>me</u>	<u>us</u>
2nd	<u>you</u>	<u>you</u>
3rd	<u>him/her/it</u>	<u>them</u>

- **Possessive Case**

	Singular	Plural
1st	<u>my</u>	<u>our</u>
2nd	<u>your</u>	<u>your</u>
3rd	<u>his/her/its</u>	<u>their</u>

www.SATNinja.com

Punctuation



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Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**

<https://nz.pinterest.com/pin/315885361333431256/>

Voice and tense



Active	Passive	Tense
Reporters write news reports.	<u>News reports are written by reporters.</u>	Present Tense
Mike is baking a cake.	<u>A cake is being baked by Mike.</u>	Present Continuous
Jean Rhys wrote "Wide Saragasso Sea."	<u>"Wide Saragasso Sea" was written by Jean Rhys.</u>	Past Simple
They were decorating the hall when I arrived.	The hall <u>was being decorated</u> when I arrived.	Past Continuous
Lisa has recorded a song.	<u>A song has been recorded by Lisa.</u>	Present Perfect
They are going to knock down the old library.	The old library is going to <u>be knocked down.</u>	Future – Going to
I will make it tomorrow.	It <u>will be made</u> tomorrow.	Future - Will
	<i>wakachewbacca.blogspot.com</i>	

Epistemic stance



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- It is clear that ... / It could be the case that ...
- As we have seen, there is scant evidence for ...
- Anecdotally, it appears that students ...
- All evidence recognized that the role of the mother in a child's educational achievement ...

Final tips for developing your academic writing



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- Check that you've used words consistently (you haven't varied their meaning).
- Check that you don't have redundant text, but do remind the reader when needed (repeat key words).
- If you're not sure the meaning of your text is clear, then record yourself and listen to it, or read the text to an "educated other" (and ask if they understand).

Final tips for developing your academic writing



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- It's very, very important when developing your academic voice to read widely in your discipline.
- Read for structure; read for turn-of-phrase; read for style – analyse what you see.
- Let's have a look at a final published article to see how it's been structured.



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