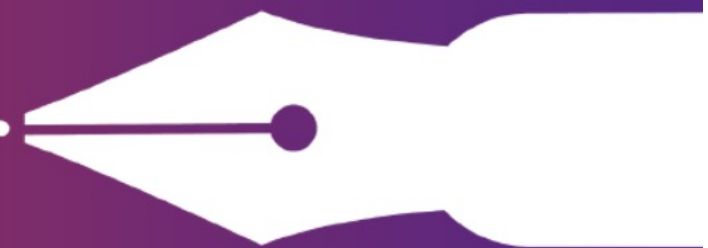


Institute of Education



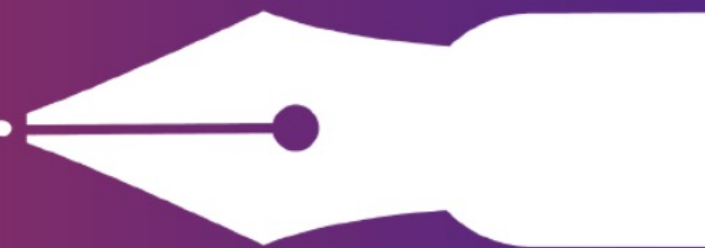
The Academic Writing Centre and the
Academic Communication Centre
warmly welcome you to the
IOE Academic Writing Seminar Series

#IOEWritingSeminar



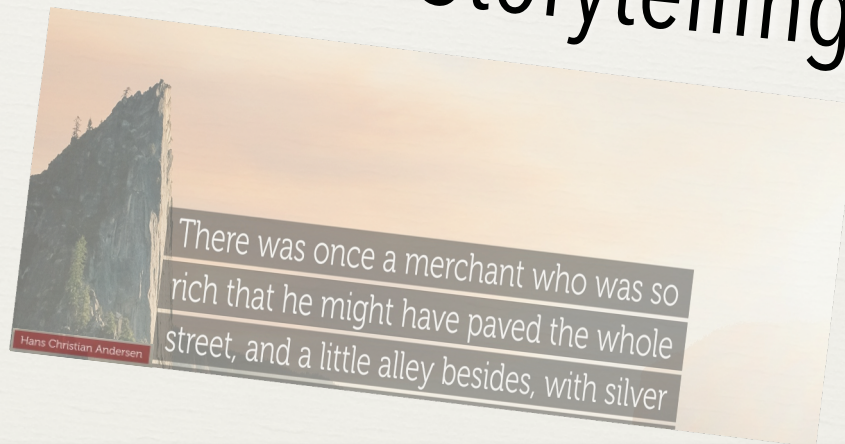
Academic Storytelling: Identifying a
pervasive pattern in academic discourse
and using it in our teaching and writing
Sarah Haas

#IOEWritingSeminar



Writer Development
Dr. Sarah Haas

Academic Storytelling



Patterns in Text

- **S**ituation
- **P**roblem
- **R**esponse
- **E**valuation

(Hoey, Winter)

'The Consensus'

- Common
 - Across languages
 - Across cultures
- Universal
 - 'The consensus' (Winter, 1976)
 - 'The generalised plot' (Young, Becker and Pike, 1970)
- We all know it (even if it's tacit knowledge until someone points it out)

We Find it Everywhere



Storybooks
Novels



Films,
Sitcoms



Academic Texts

Journal Articles

Abstracts

Theses/dissertations

Proposals

Presentations



Advertisements



Charity Spiels,
Appeals

A Handy Tool

- Writing

- Theses/dissertations
- Journal Articles
- Abstracts
- Proposals

- Speaking

- Preparing Presentations

- Reading

- Summarising
- Streamlining reading

- Teaching

- All of the above +
- Designing courses/classes
- Giving feedback
- Mentoring research writers

Writing Prompts for the Big-Picture Story

- The state of the art on _____ is _____
- One particular area that needs to be improved / understood / explored is _____ because _____
- What I am doing/planning to do to fill this gap is _____
- What I've found out/hope to find is _____
- My research situation is...
- The problem / hypothesis / focus is...
- My response is to...
- My (projected) findings (thus far) are...

It Can be Quite Simple

- The general state of the art on feedback on writing is that it is important for learning, but sometimes students don't read it
- One particular area that needs to be explored is student preferences for how feedback is delivered because if students like the way feedback is delivered, they might be more likely to read it
- What I am doing to fill this gap is ask students how they prefer to receive feedback
- What I found out is English students at Ghent University prefer handwritten feedback to electronic feedback

We All Use It, But...

- (slow) Research
 - Analysis of texts (abstracts and articles)
 - Notes from workshops/Interviews with writers
 - Writers' logs
- Results: we all use it, but with adjustments
 - Differences in:
 - Labels
 - Order
 - Proportion

SPRE Labels in Different Disciplines



Situation

Setting

Context

State of the art

Background



Problem

Research Question(s)

Hypothesis

Aims

Research focus

Objective



Response

Methodology

Materials and methods

Principles & procedures

Analysis

Analytic frameworks

/analysis models



Evaluation

Results of Analysis

Interpretation of results

Implications

Conclusions

Limitations

Further Research

Same but Different

- Differences in:
 - Labels
 - Order
 - Proportion

Simple, but Not Always

- Fused elements
- Intertwining patterns
- Threads of all elements running throughout entire text

It's Simple, but Not Necessarily Straightforward



**Science Says Many
are Unnecessarily
BALD**

**Simple Vacuum Helmet
Creating a Sensation**

Your falling hair or baldness may be unnecessary. Many cases of baldness are said to be caused by deficient blood supply to the hair roots. If your case is like that, there is hope for a full head of hair. Science's newest invention—the vacuum helmet—draws rich, nourishing blood to dormant hair roots with very first treatment. New development—the Hydro-Vac Machine, runs on your water faucet. Embodies same principle as machines costing \$150.00. Yet so inexpensive anyone can now afford to use it at home. Money back, cheerfully, if it doesn't grow hair on your head. Send name, quick, for complete confidential information, prices, terms, guarantee and **FREE** Trial Offer. Address Hydro-Vac, Dept. 135, Walnut Bldg., Des Moines, Iowa.

Science Says...

Your falling hair or baldness may be unnecessary. Many causes of baldness are said to be caused by deficient blood supply to the hair roots. If your cause is like that, there is hope for a full head of hair. Science's newest invention—the vacuum helmet—draws rich, nourishing blood to dormant hair roots with very first treatment. New development—the Hydro-Vac Machine, runs on your water faucet. Embodies same principles as machines costing \$150.00. Yet so inexpensive anyone can now afford to use at home. Money back, cheerfully if it doesn't grow hair on your head. Send name, quick, for complete confidential information, prices, terms, guarantee, and FREE Trial Offer. Address Hydrovac. Dept. 135 Walnut Bldg. Des Moines, Iowa, USA

Science Says...

Intertwining SPRE Patterns; Fused elements

- Situation
 - Some people lose hair (Science's situation)
 - Some hair loss is due to bad circulation to hair roots
 - You might have hair loss; it might be due to bad circulation (your situation)
- Problem:
 - Implied: losing hair is problematic (and everyone agrees on this)
 - Some people lose hair unnecessarily (if it's due to bad blood flow to roots) and it needs to be fixed
 - You might not like your hair loss (you might want to fix it)
- Response:
 - Science's response: develop a vacuum machine
 - Your responses: write and pay money to get the machine; Use the machine
- Evaluation:
 - Science's machine has shown positive results for fixing certain types of hair loss
 - You get new hair growth, and life is perfect again

SPRE is Not Alone

- SPRE is just one of many acronyms available for conceptualizing /structuring academic writing
 - It might not resonate with everyone
 - That is not problematic
- Writers can pick an acronym that works, and go with it
- It is thus worth introducing it to writers and having a conversation about it

Sarah's Magic Recipe for Writing an Abstract in 10 min

- Step 1: Write one or two sentences for each
 - Situation
 - Problem
 - Response
 - Evaluation
- Step 2: Determine which sections merit more emphasis/attention
- Step 3: Flesh out these sections with a few more sentences
- Step 4: Make sure the information is in the conventional order and proportions for the writing situation
- Step 5: Check the word count
 - If I have room for more words, flesh out the most important bits some more, or use extra words for cohesion/coherence
 - If I need to cut, see if there is some unnecessary information, or words I can get by without
- Step 6: Make sure everything is tied together nicely to make it easy for a reader
- Step 7: Read it out loud a few times, tweaking it so it flows smoothly
- Step 8: Hit 'Submit'

Partial Reference List

This presentation is based on on text analysis and interview data from writing/writers in different disciplines. An overview/summary of the work thus far can be found at <https://zenodo.org/record/7258520#.Y1quBS8RrBV>. It is also based on the work of others — mainly Winter, Hoey, and Edge. A more extensive reference list can be found in Haas, 2012.

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