**Professional and Academic Communication in English**

**(PACE)**

## POSTGRADUATE WORKSHOPS ON ACADEMIC WRITING, READING AND PRESENTING

Co-ordinator: Dr Jackie Tuck, School of Languages and Applied Linguistics, WELS.

For registration and further details, contact: Academic-Professional-Development@open.ac.uk

## Who are these sessions for? These sessions are aimed at postgraduate research students who would like to develop their use of academic English. For example, you may be someone who feels unfamiliar or out of practice with academic conventions, you may be a user of English as an additional language, you may want to spend some time considering the specialist discourse and genres you are expected to use over the coming year. If so, come along to the sessions listed below.

***Where and when are the sessions held?*** *The sessions are held in Seminar 7 (2nd Floor of the Library) on* ***Wednesday*** *mornings, in the regular slot* ***10.30-12.30****.* Unless otherwise stated below.

**BLOCK 1 - ACADEMIC READING**

*The focus of Block 1 is on academic reading. The sessions will offer you the opportunity to learn about and practise critical reading for postgraduate research.* ***Please being along a published article from your field that you have read or plan to read.***

**Wed 23rd Oct 2019: Written academic genres and reading for research -** This session will introduce you to some of the range of academic genres you’ll encounter and may produce during your postgraduate studies. With a focus on giving a short oral summary of your work for both academic and non-academic audience, you’ll start to consider how the wording and structure of your oral summary differs according to your audience and purpose.

**Wed 6th Nov 2019:** **Critical Reading –**This session focuses on the practice of reading in an academic context. This includes sharing and discussing challenges and strategies for selecting relevant texts and reading for different purposes. We will explore how to identify (and reproduce) a typical structure of an article abstract.

**Wed 20th Nov 2019: Critical Reading –** The session aims to develop your understanding of critical reading and in particular in recognising and evaluating claims, evidence and reasoning in arguments in relevant texts and articles.

**Wed 4th Dec 2019: From reading to writing –**Through small group work, you’ll explore different ways in which individual pieces of research can be structured into themes/ topics to create a structure for a literature review chapter or section.

**BLOCK 2 ACADEMIC WRITING**

*PACE Block 2 builds on the work of Block 1 and focuses on academic writing for research.*

**Wed 15th Jan 2020: Commitment, risk and viewpoint -** Through looking at the language used to signal how far a writer is committed to a particular viewpoint, the session aims to develop your ability to understand shades of meaning in a writer’s argument, and to express your views critically in your own academic writing including using citations.

**Writing long documents, sections, paragraphs and sentences -** This session will discuss the challenge of writing long texts such as your Probationary Report, PhD thesis or Master of Research dissertation. You’ll look at ways of making texts coherent at the level of sections, paragraphs and sentences. Using the basic principle that in academic writing, we tend to move from what is familiar to what is new, you’ll learn techniques for making your text hang together for your reader.

**Wed 29th Jan 2020: Drafting an argument –** Building on the first two workshops, this session aims to improve your understanding of how to construct and revise an argument in your writing and different ways in which an argument can be positioned.

**Wed 5th Feb 2020: Dialogue with the reader -** This session considers writing as a form of dialogue with an imaginary reader. You’ll explore how to create a good argument by anticipating what readers may be thinking and by using language which can be effective in persuading your reader along your lines of thought. This approach will also equip you to read your own and others’ work more critically.

**BLOCK 3 ACADEMIC PRESENTATION SKILLS**

*The aim of this Block is to develop your understanding and experience of writing and delivering an academic presentation. You’ll look at effective ways to write a conference abstract and how to ‘write’ a presentation. We’ll discuss strategies for delivering your presentation and in each session, participants will be encouraged to prepare and deliver very short academic presentations (2 mins max) to practise the skills and strategies explored. The final session is a student mini-conference. Please note we don’t cover technical aspects of creating a PowerPoint or Prezi.*

**Wednesday 26th February 2020 -** In this first session we explore ways of structuring an academic conference presentation and consider what makes presentation introductions and conclusions effective. You’ll be invited to draft a conference presentation (in preparation for the mini-conference) and to share it for informal feedback.

**Wednesday 4th March 20****20 -** This session explores strategies for connecting with your audience. It also covers the development of the ‘content’ from your early ideas through to structuring the presentation. There will be another opportunity to practise a short presentation and receive positive feedback.

**Wednesday 18th March 2020 -** In this session we’ll consider the use of technology to enhance your presentation, holding your nerve during the presentation and dealing with questions and objections.

**Wednesday 1st April 2020 - Mini-conference (extended session, timing to be confirmed)**

This will be an opportunity to deliver a ten-minute conference presentation to an audience who will be prepared to give you constructive feedback.

*PACE involves a number of activities aimed at developing people’s expertise and confidence in a range of academic writing, publishing and presentation practices. The activities are based on current research on academic communication practices. The PACE team currently comprises Jackie Tuck (Coordinator), David Hann and Sarah Jane Mukherjee. For specific queries about PACE, contact Jackie at:* *jackie.tuck@open.ac.uk* *.*

**The PACE TEAM**

**Jackie Tuck** studied for an English degree before training as a teacher. She has taught English (Language and Literature), Communications, English as an Additional Language and English for Academic and Specific Purposes in schools, communities, colleges and universities in the UK, and also taught English in Spain. She is currently a Senior Lecturer in English Language Studies and Applied Linguistics in the Centre for Language and Communication in the Faculty of Wellbeing, Education and Language Studies at the OU. Jackie takes a particular interest in academic literacies and in 2013 completed a PhD with the Open University which explores the practices of academic teachers in the disciplines around students’ writing in UK Higher Education.

**David Hann** spent most of his career working for an organisation specialising in teaching business English and communication skills to native and non-native speakers of the language. The company ran both general business English courses and courses dedicated specifically to writing, negotiation and presentation skills. David’s responsibilities included teaching in the UK and abroad, directing courses and developing new teaching materials. He started tutoring for the Open University in 2004 and joined the central academic team in the School of Languages and Applied Linguistics in 2012. David obtained his PhD from the OU in 2014, researching the forms and functions of humour in the classroom.

**Sarah Jane Mukherjee** has taught on the PACE programme for five years. Alongside this work, Sarah is currently working as a research associate in a cross-cultural study exploring children’s conceptions of play and learning. Other research work involves investigating the impact and effectiveness of academic literacy activities embedded in three OU modules, and an evaluation of a reading for pleasure initiative. Sarah’s PhD research was on children’s language choices and a linguistic perspective on the learning opportunities in classroom role-play.

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