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Activities for Supporting Doctoral Writing and Language Development at the University of Gothenburg

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At the Unit for Academic Language (ASK) at the University of Gothenburg (GU) we have worked in various ways with doctoral writers writing for over a decade. Over those years, we have devised a variety of activities that engage with various aspects of academic writing and language, aimed at doctoral and research writers. These staff activities are divided into two tracks: Activities for supporting teachers engaging in academic language, and Activities for individual language and writing development. Many of these activities are held in either Swedish or English for developing doctoral writing in either Swedish or English.

The ASK staff activities for supporting teachers engaging in academic language include; collaborating with and advising doctoral supervisors one-on-one and in teams, course modules on supervising doctoral writing, seminars in teaching and supervising academic writing, and developing a university-wide resource for academic honesty in scholarly writing, amongst other initiatives (Hyland 2013).

The ASK staff activities for individual language and writing development include; advising doctoral writers in individual advising sessions, providing writing workshops concerning the parts of academic text (introduction, discussion, etc.), facilitating writing (and reading) retreats and a digital writing room, amongst other initiatives (Kamler & Thomson 2014; Mattsson et al. 2020; Murray 2015).

This poster presentation will aim to provide an overview of these ASK activities, alongside pedagogical explanations for their development, delivery, and purpose. We will describe these activities using examples from our everyday collaborations with doctoral writers at the university, and argue for the importance of explicitly focusing on and supporting doctoral writing.

References:

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