

What, How and Why Academic Writing?

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DOI: 10.3126/hj.v15i2.70674

Abstract

This paper multiple understandings of academic writing, examining the skills involved in writing, and analyzing the structure and context of scholarly writing Academic writing, also known as scholarly writing, demands a serious approach and specific skills Writers proficient in exploring ideas, analyzing information, and organizing data into a formal and comprehensible structure are better equipped to contribute to academic writing. The scientific writer emphasizes reasoning and evidence in relevant papers. The aim of this article is to inform, motivate, and educate readers about writing in general and academic writing in particular. Through qualitative analysis, this research investigates the rhetorical situation, which encompasses the writer, reader, occasion, subject, and source of information, and how these elements influence academic writing.

Keywords: Academic, Argument, Rhetoric, Structure, Writing.

Introduction

Scholarly writing known as academic writing aids in the presentation of ideas, analysis of research, and development of strong arguments. Scholarly writing can serve a variety of purposes depending on the discipline, but it always shares a number of characteristics. If you are an academic, understanding the traits and types of scholarly writing can help you publish your own original research. In scholarly publications, academic writing is a formal writing style utilized by researchers and educators. It emphasizes the use of logical reasoning and arguments supported by evidence to help readers grasp a subject. This structure can be used by authors to recognize, evaluate, and suggest a theory or logical conclusion. Depending on their field, professionals may use scholarly writing in different ways.

Scholarly writing is utilized by scientists to elucidate their research and bolster their conclusions, whereas literary critics employ it to craft a compelling argument based on factual analysis. Writing for academic purposes frequently calls for discussing the causes and effects of a scenario or situation, as well as the application of critical and constructive thinking techniques. These techniques are employed in the analysis and dissection of complex subjects into more manageable informational units and in the investigation of their interactions. This approach can be used to build an understanding of the relationships between causes, as well as between one or more causes and one or more effects they may have.

In addition to organizational strategies, specific linguistic patterns are employed in cause-and-effect writing to emphasize the connections between ideas. The writing organizational strategy can also be parallel, with a horizontal organization of ideas, or series, with a vertical organization of ideas. Specifically, language can assist the writer in emphasizing either the cause or the effect more (Mallia, 2017). For Edhala Numan Khazaal (2019), academic writing is essential for students to present their arguments logically and draw conclusions. There are many references to the ideas, opinions, and research of other authors writing in this field because academic writers constantly engage with each other's texts. Academic writing is about representing oneself as much as it is about communicating ideational "content." Recent studies have revealed that academic writing is not wholly impersonal and that authors can establish credibility by presenting themselves as authoritative figures committed to their ideas and confident in their assessments. The objectivity assumed in academic writing cannot be ensured completely. The presence of personal observations plays a significant role in the formation of writing. Writing serves a variety of purposes, including self-reflection, education, entertainment, and persuasion. In terms of the skills required for students to succeed in college, it is crucial.

Writing is more than just the polished final draft. It entails routines, abilities, tactics, and practices for creating, modifying, and editing various text types. Teaching students to write in a range of genres, fostering their creativity, and incorporating writing conventions are all part of the writing process. This procedure is a great way to link instruction with state writing standards and can be applied to any area of the curriculum. The writing in different subjects varies greatly in terms of content, research techniques, and citation formats. Sometimes, it helps to write a synopsis of your knowledge on a topic before you begin writing your actual paper. Students who summarize texts learn how to condense a large body of information into its essential ideas for clearer comprehension. Summarizing a passage teaches students how to identify the main ideas and incorporate supporting details. This method helps students concentrate on important words and phrases in a given text that they should take note of and remember (Khazaal, 2019). When summarizing, readers must focus on the primary ideas of a text and determine what is crucial. Academic writing is a structured form of language and refers to the language and associated practices that writing practitioners undertake in colleges and universities. It is an indispensable part of thinking and learning in academic contexts, especially in light of 21st-century demands, and writing tasks are "critical tools for intellectual and social development" (Bruning & Horn, 2000). Arguments supported by evidence, precise word choice, logical structure, and an impersonal tone define academic writing. It is cohesive, meaning that each section contributes to the main line of argument without straying from it or repeating what has already been said.

Any formal written work produced in an academic setting is referred to as academic writing. It needs to be written in a formal style with proper punctuation, grammar, and spelling. Students should strive to write in a clear and straightforward manner, omitting any information that isn't necessary to support the text. Since academic writers constantly engage with one another's work, it is common for them to reference the theories, observations, and research of other writers in the same field.

Methodology

The qualitative research design has been used to analyze the ideas, views, and perspectives of scholars and researchers in order to respond to questions such as what academic writing is, how it functions, and how it is structured. The article is largely based on secondary materials from both electronic and print libraries. The discussion and conclusion are derived from the interplay of the diverse aspects of academic writing. The interpretations of the minor and major properties of academic writing are undertaken to demonstrate the implications of the research-based writing.

Discussion

Writing is thought of as a collection of intricately linked recursive processes in which the writer sets objectives and devises plans of action to reach those objectives. The writer finds meaning and decides how best to convey it to the reader through this process of decision-making. Process-based teaching methods typically center on composition strategies, such as methods for creation and discovery, multiple draft production, revision processes, and editing techniques (Lock & Lockhart, 1998). Academic writing is the process of sharing creative research with other scholars in accordance with certain standard rules. This process requires correctly following the steps of scientific academic writing. Nevertheless, a deep analysis of recent academic writings reveals a wide range of mistakes. The paper examines the characteristics of academic writing based on the views of the academicians creating it (Akkaya & Gulnur, 2018). Academic writing is one of the steps in the academic research process through which scientists report instances of thinking, experience, observation, application/testing, etc., as they seek to solve a scientific problem. In addition to following the general rules of a text genre, all principles considered while reporting academic research and the process of textualizing it are referred to as academic writing or scientific writing.

Academic writings are written and printed reports that describe original research results within a strongly structured intellectual system that requires logic, clarity, and truth to inquire, render the unknown, and shed light on darkness (Akkaya & Gulnur, 2018). There are many different kinds of academic writing, such as theses, articles, papers, projects, and posters. These types typically entail writing up the results of a research process. Academic writing is considered a discipline unto itself and comes in many forms. This discipline consists of various components, including writing titles and bibliographies, as well as writing-related elements like language, expression, and form. The most popular form of academic writing, with its own systematic approach, is the academic article. Throughout their academic careers, scientists publish their research reports by writing a variety of articles (Akkaya & Gulnur, 2018). Regardless of the subject, the writer's written communication skills are extremely important because it is crucial that the reader understands what the writer is discussing. Therefore, developing strong writing skills as well as research skills is an important part of improving academic writing success.

Academic writing requires a planned blending of language and writing rules, types of action, types of discourse, mastery of specific field terminology, and adherence to academic stylistic standards. Academic writers are expected to maintain a coherent flow from one textual statement to the next. The text's content should be presented appropriately, with proper grammar usage and careful attention to writing errors and mistakes. By encouraging critical thinking in academic writing assignments, lecturers can help students engage in extensive academic reading and writing activities that expose them to a variety of writing challenges. Additionally, instructors need to understand that they are facilitators who focus on a lifelong learning process by fostering an academic culture that values writing and reading (Wahyuningsih, 2018). Lecturers can enhance the process of teaching academic writing skills and encourage students to participate in academic writing workshops and seminars by utilizing technology or digital tools like Facebook, Instagram, blogs, and so on. Social media can be used as an alternative method to teach academic writing in order to create an engaging learning environment.

Summary writing is one of the tasks of academic writing. Its main goal is to provide an accurate and comprehensive sense of the original text, but in a more abridged version. Having good summary writing skills means that both reading and writing abilities are well developed for more academic writing. The use of summary writing is considered a key component of effective academic writing. "In an academic arena, summarization is believed to enhance reading and writing comprehension" (Adizovna, 2023). Adizovna further states that summarizing without plagiarizing involves four steps. Writing a paper requires two steps: first, the writer must carefully read the reference to understand the topic and gather enough information to explain it in their own words; second, the writer must write the paper's introduction and choose what information to convey to the reader. Step three is to write a draft without consulting the reference material; step four is to avoid plagiarism by placing a citation after the last sentence and indicating the author's name and the source, regardless of whether it is a book or a website from which the data was taken.

There is a close relationship between academic writing and technology, as the latter enhances the writing task and makes the writing process more efficient. Miriam Scholnik (2018) has stated that the role of technology in academic writing is paramount in that it helps to collect resources and organize them efficiently. In her view, technology offers new possibilities for accessing information, writing, and collaborating with others. Digital tools can assist writers in all stages of the writing process, including brainstorming, researching, taking notes, outlining or mapping, drafting, citing, rewriting and revising, adding graphic elements, editing, sharing with colleagues, and finally submitting their manuscripts for publication. There are different types of tools that can be used for academic writing. The tools mentioned by Scholnik include research tools, resources, organizational tools, prodding tools, language tools, design and graphic tools, citation/reference tools, and collaboration tools. The use of tools can be exemplified through language tools, which include spell checkers, grammar checkers, concordances, dictionaries, thesauri, and machine translators (2018). Research shows that for writing, research, idea organization, illustration, citation, and teamwork, some writers constantly use a multitude of tools, while others only

occasionally use a small number of them. It follows that power users are writers who, regardless of the language they are writing in, make extensive use of a variety of tools (2018). Writing tools help writers produce commendable academic work efficiently and effectively.

Categories of Academic Writing

a. Chapters: Academic writers are invited to submit chapters for consideration for an edited volume or collection featuring works by various authors. These edited books may present different angles on a particular subject or concept. These chapters adhere to academic writing styles, but since readers are likely already familiar with the topic, they might not provide as much background information. The authors of these chapters frequently have already published academic papers on the subject; they might submit condensed or related versions of their writing for the collection.

b. Essays: Essays are brief compositions that convey ideas or arguments; they typically range in length from 2,500 to 3,500 words. An essay typically uses analysis and research to persuade the reader of a particular point of view. To bolster their position, the author provides background information on the topic. Writing for scholarly journals is a common practice for academic writers.

c. Research Articles: A research article offers a thorough evaluation of the writer's independent study. It provides a clear explanation of the procedures and methods used to demonstrate how the researchers arrived at a conclusion. It typically makes use of additional information and sources to support the study's conclusions. Often, authors will submit these pieces to scholarly journals or other similar publications. Before these articles are published, industry peers frequently review them.

d. Technical Reports: The findings or developments of technical research are described in a technical report. These reports are typically written by researchers and submitted to the sponsor or funding agency for the research project. Recommendations derived from the research findings may also be included. Peer review is rarely applied to these documents. For this reason, before submitting their work to academic journals, researchers frequently use these reports as an initial draft that they can improve.

e. Annotated Bibliographies: A comprehensive list of sources on a subject with brief summaries or analyses of each source is called an annotated bibliography. It provides an overview of these sources—typically in the form of a paragraph—so that the reader understands the overall meaning of each. For instance, the writer might present the main points, conclusions, and reliability of the source. These bibliographies are standalone publications that offer the reader a summary of the investigations and conclusions regarding a particular subject.

f. Dissertations: A thesis, also referred to as a dissertation, is a written summary of the author's investigation into a particular subject. Those seeking advanced degrees, such as master's or doctoral degrees, usually must submit a thesis at the conclusion of their course of

study in order to graduate. Typically, it expands on previously conducted research to offer fresh insights or innovative hypotheses. These documents are usually long, ranging in word count from 6,000 to 20,000. Authors frequently choose to divide their main points into chapters to organize the thesis. If it is a PhD dissertation, the length can exceed 50,000 words.

g. Literary Analyses: A literary analysis assesses a piece of literature, such as a book or a collection of poems. Writers of literary analyses effectively convey their understanding of a concept or idea found in the literature. This analysis frequently offers sufficient context and background information about the work to support the author's claims. Typically, it concentrates on a single aspect of the literary work, such as a theme or character.

Writing practitioners should be rigorous regarding the characteristics of academic writing to distinguish their work from common writing.

Formality & Seriousness: Academic writing employs a formal style that demonstrates the writer's knowledge and proficiency in the subject matter. In academic writing, writers typically use the third-person perspective to convey objectivity. Formal writing adopts a serious tone to lend authority to the ideas being presented.

Objectivity: The goal of academic writing is to present an unbiased case supported by facts. Writers use evidence-based research to back up their main ideas and assertions. They do not express their own opinions or assumptions; instead, they rely on data and analysis to present an argument objectively. Baleghizadeh and Gordani (2012) state that increasing students' writing accuracy is crucial to their ability to write effectively. The accuracy of a written work plays a significant role in determining its effectiveness. For this reason, grammar correction has drawn considerable attention from researchers, educators, teachers, and students in recent decades. Teacher feedback on grammar is an effective pedagogical tool for improving writing accuracy in the classroom. Objective writing is universally acceptable and unquestionable. Maintaining neutrality and an unbiased stance in writing is essential for achieving objectivity.

Scholarly Backup: Scholarly writing demonstrates the writer's expertise in the subject matter. Writers cite the sources they used to gather evidence for their conclusions and often include a bibliography with their work. A bibliography is a list of all the academic books, articles, and other materials that a writer uses as sources for their writing. Citing sources in scholarly writing is crucial because it acknowledges the contributions of other researchers and strengthens the argument presented in the main body of the work.

Logic: The logical and unambiguous structure of scholarly writing can aid readers in following the text and drawing connections between related ideas. It includes a clear thesis statement, an introduction, and a conclusion. The thesis statement encapsulates the main idea or argument of the text and is usually found in the opening paragraph. The body of the text supports the thesis statement, and the idea is summed up and its significance explained in the conclusion.

Correctness: Scholarly writing must be clear, coherent, and error-free for readers to regard it as a reliable source. Key points are communicated in scholarly writing using precise language. In addition to adhering to stylistic norms such as verb tenses, punctuation, and spelling, it also follows grammatical rules. The use of proper grammar is an essential component of any well-written work. Additionally, by applying the grammatical structures they have learned in their writing, students can improve their English proficiency. While expecting nonnative students to write with perfect accuracy is unrealistic, they should still strive for constant improvement to make their work as readable and effective as possible (Baleghizadeh & Gordani, 2012).

Situation of Academic Writing

The academic writer needs to understand the situation in which they are writing. There are five components of the writing situation:

- a. **Who is your audience/reader?** Your audience will mostly be your professor and perhaps some of your classmates. If it is a dissertation, the readers of your work may include future researchers.
- b. **What is the occasion or context?** This refers to an assignment provided by the teacher in the context of learning, intended to help you learn and demonstrate what you have learned.
- c. **What is your message?** Your message will reflect what you've learned or what you've concluded after studying the material.
- d. **What is your purpose?** Your writing may be intended to demonstrate your understanding and earn a good grade, or it may fulfill the requirements of the writing assignment.
- e. **What documents/genres are used?**

Structure of Academic Essay: Joseph Mallia (2017) presents the structure of an academic essay. Because different writing genres cater to different audiences and have different goals, they require different text structures. A standard text structure consists of an introduction, a body of writing, and a conclusion, which always follows the same pattern.

Structure of Academic Essay: Joseph Mallia (2017) presents the structure of an academic essay. Different writing genres cater to various audiences and have distinct goals, requiring different text structures. A standard text structure consists of an introduction, a body, and a conclusion, which always follow the same pattern.

A. The introduction: A writer's first impression frequently determines the overall tone of the work, making the choice of where to start an important decision. A weak beginning can leave a reader with a negative impression or even deter them from reading further, while a strong opening can add value and entice them to continue. The essential components of an introduction are as follows: Background data to create a relevant setting; An explanation for the selection and emphasis of the subject; A description of the major texts and A thesis statement—the reason for writing the essay.

Any introduction must include a thesis statement, as it establishes expectations and provides the reader with a clear point of focus. To convey a clear idea, organize the essay's content, and succinctly express the writer's position, there should be one main idea.

B. The body: The body of the text, along with the paragraphs within it, is arranged according to five basic organizational structures, which are determined by the goals of the paragraph and the text as a whole. Multiple paragraph styles are often found in a single essay. The organizing framework of the sequence structure can be spatial, numerical, or temporal. The description structure is used to outline the distinguishing qualities and occurrences of a particular subject. Descriptive reports can be organized based on categories of related attributes, ranging from broad feature categories to more specialized attributes. The cause and effect structure is employed to demonstrate the causal relationships between events.

This paper has explored various aspects of academic writing, including its features, situations, categories, and structure. The article has examined studies conducted by various researchers related to academic writing. Academic writing is an intensive and rigorous endeavor. The features of academic writing include formality, objectivity, intellectual support, logic, correctness, and clarity. The categories of academic writing encompass chapters, essays, research articles, technical reports, annotated bibliographies, dissertations, and literary analyses. Numerous myths surrounding academic writing persist, such as the beliefs that it should be numerical, outlined, perfect, and that the language must be grammatically correct. One common myth is that academic writing must consist of five paragraphs. Additionally, there are five components of the writing situation: audience, occasion, message, purpose, and the source of information. Writers must be mindful of these factors when considering the context of their writing

C: The conclusion

When a strong conclusion serves as the last section of the text, it can be circular, returning to the beginning and restating the key ideas. It may highlight a concluding paragraph that ties the entire essay together, specifically the point made in the introduction's thesis statement. Additionally, it provides an opportunity to assess how effectively the writing has addressed the central questions raised by the thesis statement.

Conclusion

This paper has explored various aspects of academic writing, including its features, situations, categories, and structure. The article has examined studies conducted by various researchers related to academic writing. Academic writing is an intensive and rigorous endeavor. The features of academic writing include formality, objectivity, intellectual support, logic, correctness, and clarity. The categories of academic writing encompass chapters, essays, research articles, technical reports, annotated bibliographies, dissertations, and literary analyses. Numerous myths surrounding academic writing persist, such as the beliefs that it should be numerical, outlined, perfect, and that the language must be

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