BOOK REVIEW
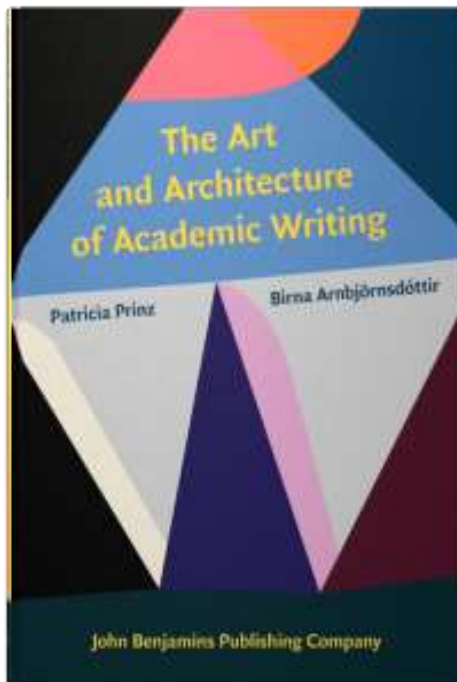
A PRACTICAL GUIDE TO DEVELOPING A SCHOLARLY VOICE (FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH)

As internationalization has taken hold among higher education institutions around the world, there has been a growing attention towards international uses of English in academia and English L2 writing for different purposes: in educational programs (e.g. Evans, Anderson, & Eggington, 2015), in the professions and in the workplace (e.g. Du, 2020), and for research and publication (e.g. Corcoran, Englander, & Muresan, 2019). Hence, the challenges in supporting the academic writing experience of international students have driven scholars to develop handbooks for nonnative speakers of English (e.g. Swales & Feak, 2004) and for international students (e.g. Bailey et al., 2020). Within this context, Prinz and Arnbjörnsdóttir's *The Art and Architecture of Academic Writing* contributes to the existing body of resources for non-English speaking students navigating college. This comprehensive newcomer collects the authors' experience in teaching and researching academic writing and literacy development in English-Medium Instruction (EMI) programs in higher education.

The goal of the book is to "help students become independent, autonomous writers with the confidence to express their ideas and beliefs clearly through the

written word" (p. 3). The authors explicitly state that "academic writing in English is challenging for native and non-native speakers alike", but they have created this volume "to address the specialized challenges of students whose first language is not English" (p. 3).

The Art and Architecture of Academic Writing "builds on the premise that becoming a writer is not unlike becoming an artist" (p. 3). From this point of view, it seeks to develop academic writing competencies from three intertwined perspectives: a) focus on the architecture of academic writing by building a solid foundation made up of the core blocks common to most disciplines; b) focus on the art of finding an academic voice; c) focus on the writing process by means of AWARE,[1] "a specialized framework that guides students through the academic writing cycle" (p. 4).

The content of the book is presented in two parts: *Part I. Developing your academic voice* is divided into seven chapters, while *Part II. Presenting the views of others* comprises five chapters. In Part I, Prinz and Arnbjörnsdóttir apply the AWARE cycle and strategies to writing essays based on students' previous knowledge. The authors focus on guiding the students to master both the building blocks of expository writing and a repertoire of strategies that apply to most academic writing tasks. They strategically come up with engaging tasks and assignments to promote the development of student agency in writing. Part II, on the other hand, invites the reader/user to apply the concepts and strategies dealt with in Part I to conducting research and writing papers based on primary and secondary sources.

The opening chapter titled "The art of academic writing" begins with an epigraph by Gustave Flaubert, both in French and English, that sets the mood and theme of the book: "The art of writing is the art of discovering what you believe." In this first chapter, and perhaps to compensate for the lack of an introduction to the volume, the authors clearly state the objectives, the structure, and the conventions of the book. They also explore the features that distinguish academic writing from other types of writing and then move on to establish that the primary purpose of academic writing is to communicate information, research, and opinions within a community of scholars, researchers, and professionals. Prinz and Arnbjörnsdóttir clearly present the basic norms of academic discourse (level of formality, types of vocabulary, and the use of expository genres) and discuss how the choices writers make with respect to topics, vocabulary, and style combine to create the author's personal academic voice.

In Chapter 2, "The architecture of academic writing", the authors use the metaphor of architecture to describe the structural elements of academic writing. They choose the expository essay as a gateway genre to the discipline-specific genres (Nesi & Gardner, 2012) to introduce the architecture of academic writing because they consider it to be the most frequently assigned academic genre for

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[1] AWARE is an acronym for Arranging to write, Writing, Assessing, Revising and Editing.

student coursework and assessment of content knowledge. Furthermore, they argue that the principles and structures of the expository essay apply to academic and professional genres such as case-studies, research papers, critiques, book reviews, reports, among others. The chapter also provides supported practice in developing thesis statements, structuring body paragraphs, and organizing ideas in an academic essay. It also analyzes sentence fragments, a common language error for many students, and provides strategies for avoiding them in writing. The authors provide useful tips to analyze assignment instructions and understand what the instructors expect.

In Chapter 3 "AWARE: A framework for thesis-driven writing" Prinz and Arnbjörnsdóttir describe the AWARE approach in relation to essay writing. This novel framework, that applies to all the chapters in the book, has been developed to make the cycle of the thesis-driven academic writing not only transparent and clear, but also easy to follow for novice writers. It adapts a process-oriented approach, familiar to many students, to the specialized needs of academic writers, from beginning to final editing. The authors seek to support students in becoming autonomous writers by explicitly teaching writing strategies for each of the five stages that will eventually become a skill with sufficient practice.

Chapter 4 "Description and narrative in thesis-driven writing" carefully examines the role of narrative and description in expository writing, a topic that will be surely welcome as these patterns are consistently used in thesis-driven writing in most fields of study.

The focus of Chapter 5 is on applying the AWARE cycle to the art and architecture of the enumeration essay and to develop body paragraphs that present clear and convincing evidence for the thesis sentence. The guided practice in effective strategies provided will be most helpful for novice writers as "mastering body paragraphs is the foundation of effective academic writing across all genres" (p. 89).

In Chapter 6 "Compare/contrast and cause/effect", Prinz and Arnbjörnsdóttir seek to expand the students' understanding of organizational patterns used in academic writing by applying AWARE to compare/contrast and cause/effect essays. To help the novel writers recognize the architecture of these essays, the authors come up with a variety of targeted practice tasks.

Chapter 7 "Introductions and conclusions" explores the powerful role of introductions and conclusions in the communication between readers and writers. It also provides guided practice in writing effective introductions and conclusions and models concrete strategies for following those that many experienced writers use.

In the second part of the book, Prinz and Arnbjörnsdóttir apply the AWARE framework to writing a case study and a research paper. Students are invited to follow the carefully designed guidelines for the different stages of AWARE writing to "master skills that will benefit them in any discipline and for most assignments they are likely to encounter at university (Nesi & Gardner, 2012)" (p. 159).

In "Research to support a thesis" (Chapter 8), the authors undertake the challenge of guiding novel "writers of English as a second language to master the attribution of sources in a manner acceptable to readers of English" (p. 159). To this end, they closely examine the nature of research practices such as: citation patterns, quoting, paraphrasing, and summarizing the words of others to avoid plagiarism.

In Chapter 9 "Conducting research for a case study" Prinz and Arnbjörnsdóttir skillfully address the process of research writing by examining the case study genre. The authors neatly present and demonstrate strategies for collecting, analyzing, organizing, and evaluating data based on primary sources. In this chapter, they also lead the students to develop a case study research question.

Chapter 10 "Writing the case study" invites the reader to apply the Writing, Assessing, Revising, and Editing stages of AWARE to produce a case study research paper. Specific tasks prepare the user to provide proper citation for primary sources in the body paragraphs.

The reader is invited to begin working with published sources in preparation for the final research paper in Chapter 11 "Conducting research for an academic paper". The authors choose to assign a research paper that may be characterized as an expository paper based on a literature review within a multidisciplinary field that includes the humanities and social sciences. Students may carry out practice activities to develop a working thesis, read and organize their sources and group them into themes.

The last chapter of the volume – "Writing the research paper" – begins by establishing a thesis statement to guide the final stages of writing the research paper. Specially designed activities guide the reader to examine and practice synthesizing information which is essential to writing clear body paragraphs. Novice writers are adroitly led through writing the first draft of the research paper "based on a detailed outline of its architecture and a blueprint of its content" (p. 267). As most of the previous ones do, Chapter 12 ends with a useful checklist for revising and editing.

Written in clear and concise language, *The Art and Architecture of Academic Writing* provides a well-thought-out and comprehensive view of the cyclical nature of the writing process from a social practice perspective. Each chapter clearly states its objectives and includes reminders of the topics that have already been dealt with in previous chapters. Another strength of the volume is that it includes a myriad of boxes and charts in different color shades according to purpose: a) Relevance boxes (pink) to highlight key concepts; b) Reflection boxes (yellow) to invite the reader to think about their own experience; c) Charts (red) to provide examples from different fields (connectors, commonly confused words, reporting verbs, summary of formatting rules for references, general academic vocabulary lists, among others); Practice (blue) to assign activities and tasks. Each chapter ends with a useful editing checklist of the main topics dealt with and refers to the chapter where the topics were explained. Unfortunately, no key has been provided for the practice activities, which would be very helpful for self-development.

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As Prinz and Arnbjörnsdóttir contend in this volume, academic writing requirements vary widely across disciplines, but some fundamental elements of academic writing apply to all disciplines. Therefore, I believe this book will surely be an eye-opening resource not only for students, but also for teachers and researchers from different fields. It will be most helpful in guiding them to become confident, independent writers when challenged to use English for academic, research and professional purposes in international academia.

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