

Research writing: epistemologies and practices

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Under a variety of names – research writing, academic writing, academic and scientific writing, scientific writing, academic writing - each one of them involving a particular perspective, the production of texts within the field of higher education has been the subject of research of many scholars in the field of languages (SWALES, 2008; RUSSELL, 2009; TUTIN, 2015; LILLIS, HARRINGTON, LEA MITCHELL, 2015; FISCHER, 2007; RINCK; BOCH; ASSIS, 2015; KOMESU; ASSIS, 2019; FIAD, 2011; SILVA, LOPES, 2020). Such studies, in general, conceive the writing that takes place in the academy as a material device that directly participates in the production of knowledge for the education of student-researchers.

In parallel with the scientific practice of research and its publication, we have seen, since the 2000s, an increase in publications aimed at teaching research writing, which make genres consumed at the university didactic, especially abstract, summary and article. There is also the growing supply, on the WEB, of Scientific Writing courses which are high demand, often taught by professionals whose training is not in the field of languages and based on quick formulas to improve writing and produce nationally and internationally accepted articles (cf.: RODRIGUES; SILVA, 2019).

Given the set of these practices, the research, the editorial, and the pedagogical, this dossier addresses the writing that takes place in the academy in 11 articles/essays that discuss topics around the production and/or publication of texts belonging to academic-scientific genres and teaching practices of academic-scientific writing in diverse contexts.

The text "*Gêneros do discurso em cursos de licenciaturas de Santa Catarina: o que dizem os professores*"¹, de Rosana Koerner, identifies and problematizes discursive genres, used by 41 teachers of different courses of degrees from Santa Catarina, in pedagogical practices in the academic sphere. The aim is to incite discussions about teacher trainers' guidance

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1 "Discourse genres in teaching courses in Santa Catarina: what teachers say" (our translation).

from teachers who are teacher trainers in classes involving reading and writing practices for academic-scientific purposes.

"*Práticas de letramentos com escrita científica em artigos de impacto na área de Ciências da vida e Biomedicina*"², by Mariana Vicentini and Adriana Fischer, discusses the uses of self-assessment in high impact articles in this area, published in the journal *Nature*, in the years 2017 and 2018. In this direction, self-citation represents a characteristic movement of scientific writing, as a contribution to the area, tied to indications of a claim of credit for the researcher's work, interaction with previous research, more than just a practice solely aimed at raising researchers' bibliometric indexes.

Mônica Cristina Metz and Cristiane Carneiro Capristano, in the article "*Formas de heterogeneidade mostrada não convencionais na constituição da escrita de estudantes universitários*"³, describe the creation of two categories of forms of heterogeneity shown that emerge in the written production of university students, from an enunciative-discursive point of view. Two categories, called *unmarked copy* and *paraphrase attempt*, although they are considered writing problems by academic standards, are tied to recurring written enunciation practices among students, and represent forms of negotiation with the other's discourse, which need to be described in enunciative/discursive terms, in addition to a perspective of denouncing a problem.

The topic of plagiarism, a practice that has been asserting itself significantly in cyberculture, is discussed by Juliane Ferraz Oliveira in "*Plágio: para além das questões jurídicas, questões discursivas*"⁴. The author discusses unauthorized copying from a discursive point of view and presents conceptions of language, language, and authorship that cross the understanding of this phenomenon. The reflections here will start from the attempt to understand plagiarism, considering as a parameter different textual academic-scientific publication.

"*O plágio para as Ciências Humanas*"⁵, by Fernando Miranda Arraz, analyzes Brazilian scientific productions on this theme in dissertations and theses in Human Sciences field during the last decade (2010 to 2020), through

2 "Literacy practices with scientific writing in high-impact articles in Life Sciences and Biomedicine fields" (our translation).

3 Unconventional forms of heterogeneity shown in the formation of university students' writing (our translation).

4 Plagiarism: in addition to legal issues, discursive issues (our translation).

5 Plagiarism for the Human Sciences (our translation).

an integrative review of the literature, in order to reveal its emergence and/or consolidation as an object of research in this area of knowledge.

Ana Luisa Ribeiro Rodrigues de Sant'ana, in the article "*A prática discursiva da escrita: entre a memória e o esquecimento*"⁶, discusses the phenomenon of intertextuality in the light of Volochinov's (2017) assumptions about the discourse of others, the concept of intertextuality brought by Koch, Bentes, and Cavalcante (2007), as well as theoretical approaches to the French Discourse Analysis, such as memory, forgetfulness, drift, identification, de-identification, discursive formation, order of discourse. Two poems illustrate the phenomenon and discussion: the poems "*Canção do Exílio*", by Gonçalves Dias, and "*Canção do Exílio*", by Murilo Mendes.

A reflection on discursive practices aimed at stabilizing genres is carried out by Sarah Temponi Soares Soares in the text "*O engessamento de determinados gêneros discursivos reduz, mas não é capaz de eliminar o sujeito*"⁷. From the analysis of genres considered "crystallized", the author proposes is to defend the following theses: a) the crystallization of certain discursive genres reduces but is not able to eliminate the subject; b) the mastery of a genre makes it possible to use it more freely.

The text "*A escrita acadêmica e a construção da alteridade e da heterogeneidade*"⁸, by Fernanda de Quadros Carvalho Mendonça and Ivane Laurete Perotti, configures, as the authors state, a theoretical writing exercise on the main concepts that refer to studies about alterity, heterogeneity, and dialogism, in the field of establishment of ways of saying in/about academic writing – the textual genre article". The authors use the theoretical contributions of Jaqueline Autiher-Revuz to think about a methodological dynamic that can be applied to the analysis of academic texts.

In "*Letramento acadêmico: percurso da construção da identidade profissional docente em Letras-Português em formação inicial*"⁹, Selma Lúcia Assis Pereira reflects on the path of the establishment of the professional identity teacher in a course of Portuguese Language, in initial teacher training, relating this path with the academic education, and the supervised

6 The discursive practice of writing: between memory and forgetting (our translation).

7 The crystallization of certain discursive genres reduces but is not able to eliminate the subject (our translation)

8 Academic writing and the establishment of alterity and heterogeneity (our translation)

9 Academic Literacy: the path towards the construction of the professional identity of teachers in Portuguese Language course in initial teacher training (our translation)

internship in the final years It concludes that for there to be an effective training process, a systematized follow-up of the teacher-advisor, teacher-tutor, and academics is expected as they can start a path on Professional Teaching identity.

*“Escrita acadêmica: análise de uma pesquisa autoetnográfica desenvolvida no programa nacional de Mestrado profissional em Letras (PROFLETRAS)”*¹⁰, by Victoria Wilson da Costa Coelho discusses the process of academic writing assumed, in a thesis on the implementation of the pedagogical intervention project with students from the 7th grade of Elementary School, from the “excess of seeing” address the literacy practices experienced in this study.

As the closure of this dossier, Brigitte Klemz Jung proposes in the text *“Escrita científica e educação comparada: uma intersecção pelo zettelkasten”*¹¹, a method of forwarding and articulating ideas, called *Zettelkasten* (box of tickets/cards), by the German sociologist Niklas Luhmann, in the sense of contributing as an alternative to academic-scientific publications.

It is under several front lines that the texts gathered in this dossier deal with the complex phenomenon that is research writing. Issues of citation, conventions and regulatory norms, teaching methodologies, professional training are brought to the scene with the awareness of the impossibility of exhaustion of the topic. We hope that the theoretical, methodological, and didactic contributions presented here can provide readers with a small overview of questions from researchers interested in research writing.

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¹⁰ Academic writing: analysis of an autoethnographic study developed in the national program of Professional Masters in Languages (PROFLETRAS)

¹¹ Scientific writing and comparative education: an intersection by zettelkasten (our translation)

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