

Office of International Programs [www.georgetown.edu/programs/oip](http://www.georgetown.edu/programs/oip)

International Student and Scholar Services [www.georgetown.edu/programs/oip/iss](http://www.georgetown.edu/programs/oip/iss)

Office of Student Financial Services [www.georgetown.edu/students/student-aid/internat.htm](http://www.georgetown.edu/students/student-aid/internat.htm)

International Student Associations [www.georgetown.edu/programs/oip/iss/Intstuorg.htm](http://www.georgetown.edu/programs/oip/iss/Intstuorg.htm)

Georgetown University Writing Center Resources for English as a Second Language (ESL) Students  
[www.georgetown.edu/departments/english/writing/esl.htm#resources%201](http://www.georgetown.edu/departments/english/writing/esl.htm#resources%201)

- **Basic Tips for ESL Students: Writing for an American Academic Audience**  
(<http://owl.english.purdue.edu/handouts/esl/eslaudience.html>): This printable handout, prepared by Purdue University's Online Writing Lab, is an appropriate starting place for any ESL writer and covers the essential basics. It emphasizes the important key strategies that anyone writing in academic English should rely upon (state a thesis, use a linear structure that includes good transitions, and be direct). Its tone is both clear and encouraging.
- **Tips for Writers—English as a Second Language**  
(<http://www.dartmouth.edu/~compose/student/special/esl.html>): Dartmouth University's overview outlines the general considerations a non-native writer should take into account. The section entitled "The Structure of an American Essay" is perhaps most appropriate, since it clarifies many crucial expectations. The links related to logic are also helpful for linear arranging of ideas.
- **Using English for Academic Purposes—A Guide for International Students**  
(<http://www.uefap.co.uk/writing/writfram.htm>): A project of the UK's University of Hertfordshire, this site provides a more detailed overview. Although pages here explore the writing process, paragraphing, citation, and punctuation, the most helpful section is entitled "Organisation." This section describes the linear format of English essays and outlines what an introduction, main body, and conclusion should contain. However, it tends to oversimplify, especially with charts and diagrams, so its helpfulness for more experienced students might be limited.
- **Thesis/Support Essays** (<http://www.powa.org/thesfrms.htm>): This extensive page, part of the larger Paradigm Online Writing Assistant site, develops the basic tips contained in above sites more substantively. (What it terms the "Thesis/Support Essay" is the most common form of academic writing in English—the thesis-driven essay). It incorporates examples extensively and also includes practice activities. Its recommendations for paragraph development and how to organize introductions and conclusions are must-reads for more advanced students.
- **Effective Academic Writing: The Argument**  
(<http://www.unc.edu/depts/wcweb/handouts/argument.html>): One of the primary characteristics of English academic writing is that it seeks to convince its reader of an argument. Here the UNC—Chapel Hill Writing Center provides a handout that explains what an argument consists of and its function in academic writing. If other pages' references to a thesis or argument remain vague or unclear, this page is a great resource, although it's a bit lengthy.
- **Georgetown University Undergraduate Bulletin—English as a Foreign Language**  
(<http://www.georgetown.edu/undergrad/bulletin/113courses.html>): For students who may be interested in taking courses devoted to sharpening English academic writing skills, this page details Georgetown's offerings in ESL instruction. (<http://www.georgetown.edu/departments/efl/>).
- **Georgetown University Language Exchange Program**  
The Office of International Programs established the Language Exchange Program to provide both international and U.S. students the opportunity to practice their foreign language skills. Through this program, students with complementary foreign language interests are paired together for a language interchange. (<http://www.georgetown.edu/programs/oip/iss/lep.htm>)