

COMMUNICATION LECTURE 1: WRITING A REPORT

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TODAY'S AGENDA

A lot on the agenda

- Take notes, identify areas of confusion/weakness
- Address these issues in tutorials and within your own group
- Re-visit slides that were skipped, too brief, poorly explained, etc.

Know before you start

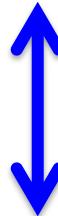
- Begin to collect/organize writing resources
- Write to learn! (Writing as a process – keep notes, annotations, drafts, summaries, comments)

REPORT OVERVIEW

BEFORE WRITING A REPORT

Consider these aspects:

Purpose



The reader



Background



Reader's likely knowledge

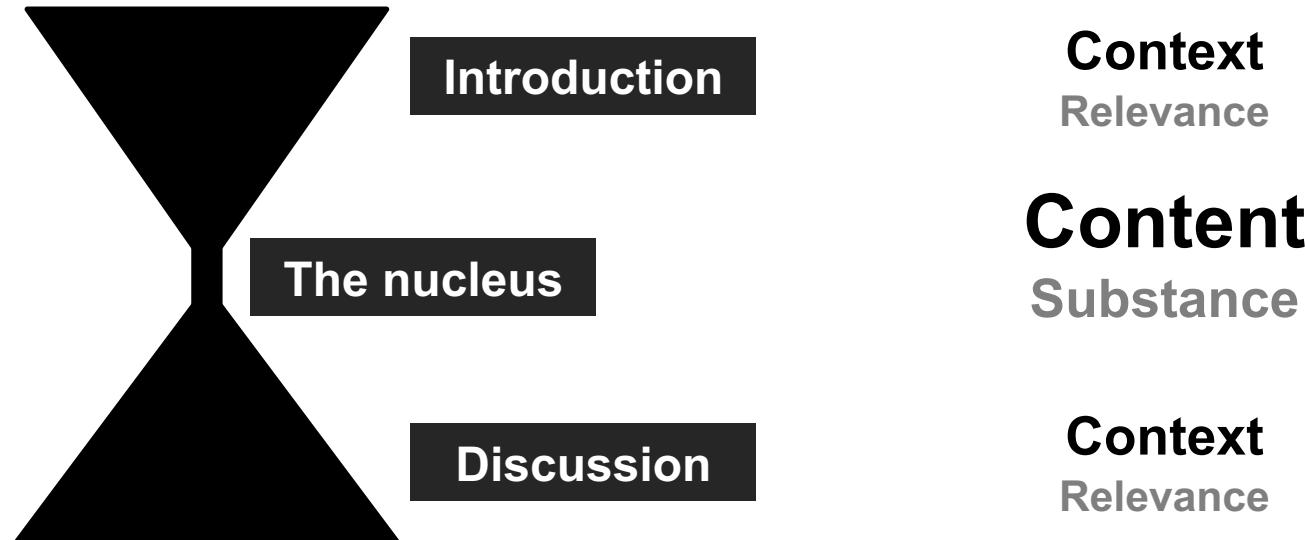
THE PROJECT REPORT

Most scientific and academic reports are written according to the IMRaD structure.

Introduction
Methods/Materials
Results
and
Discussion

THE LOGIC SEQUENCE

Start with broader context, narrow down to specifics, return to that broad context



MAIN FUNCTIONS IN A REPORT

Title - as clear and precise as possible

Abstract - providing a full overview of the report

Introductory background - providing the scope and context

Main body - focussing on the technology/idea

Discussion - analysing the findings, placing them in the context

Conclusion - links back to introduction, summarizing, concluding remarks

List of references - displaying all the sources used in the report

See the article “Whitesides’ group: Writing an article”

FUNCTION OR CONTENT HEADINGS?

Try to use headings that “say” something about the contents of the chapter

What information is provided in a heading called **RESULTS** ?

*What other ways are there?
How can you combine function and
content?*

TITLES AND SUBTITLES

Should be specific and concise

Example:

Title: Short Range Navigation and Positioning

Subtitle: Possibilities and Problems of Indoor Navigation

Avoid writing titles as sentences:

Example: How Residential Passive Solar Heating Could Affect Electric Utilities

Revised: Potential Effects of Residential Passive Solar Heating on Electric Utilities

EXAMPLE ABSTRACT

The wear behaviour of ceramic materials against steel has been studied with respect to the viability of using clinker as an inexpensive component. Friction and wear behaviour of composites based on Portland clinker reinforced with 3, 6, or 9 wt-% of three different oxides (alumina, magnesia, silica) was evaluated against a steel counter material (910 HV) using a pin on disk test. The composites were prepared by dry mixing and compacting at 180 MPa using cold isostatic pressing: sintering was carried out at 1400 deg C in air. All samples were polished to 0.8 μ m. Friction coefficients and wear rates were determined and the materials characterised by optical and scanning electron microscopy.

SCOPE

METHOD & MATERIALS

RESULTS

Anton, N. et al. (2002) "Friction and wear behaviour of CMCs based on Portland clinker against steel counter material" *British Ceramic Transactions*. Vol. 101, no. 2, pp. 65-70. Apr. 2002.

EXAMPLE ABSTRACT 2

In this paper, the experimental study and microstructure analysis using scanning electron microscope (SEM) and advanced surface analysis techniques were performed to quantitatively evaluate particle embedment at abrasive waterjet (AWJ) generated mild steel surfaces. It is found that particle embedment depends on cutting depth, traverse speed and pump pressure. A new nozzle oscillation technique was applied to the AWJ cutting process in order to reduce contamination by embedded particles. It was found that, under identical input cutting conditions, the particle embedment at the surface could be reduced up to 200% by using the new nozzle oscillation technique compared to the traditional AWJ technique.

Chen, F. L., et al. (2002) "Minimising particle contamination at abrasive waterjet machined surfaces by a nozzle oscillation technique" *International Journal of Machine Tools and Manufacture*. Vol. 42, no. 13, pp. 1385-1390. Oct 2002.

SCOPE

METHOD & MATERIALS

RESULTS

FUNCTION OF AN INTRODUCTION

One example:

Paragraph 1: general introduction of the topic with benefits and function

Paragraph 2 discusses: potentials/problems

Paragraph 3: states purpose/goals/aims of study and describes the process

STRUCTURE OF YOUR REPORT

- What do you think an effective structure for your report would be?
- You are supposed to “motivate why the topic is interesting from a research point of view”
 - So, how will you frame your research?

Useful resource: the article “Analyzing the past to prepare for the future: Writing a literature review”

TEXT STRUCTURE & TEXT LEVELS IN ENGLISH

WHAT IS A SENTENCE?

An independent clause (clause that can stand alone).

Three important elements:

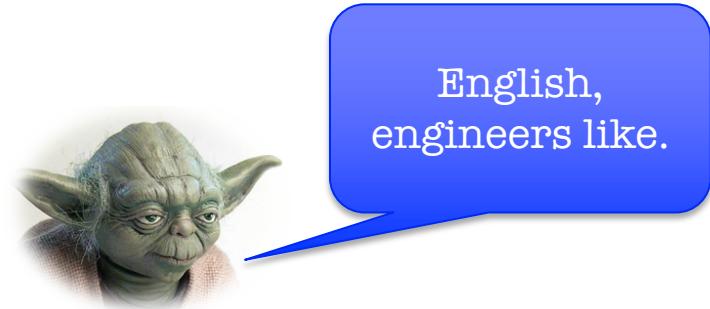
- subject
- verb for that subject
- expression of a complete thought.

Example: Engineers often rely on models.

A dependent clause gives information about where, why, how, what -- but cannot stand on its own (does not contain all three elements of a sentence)

Example: since they facilitate the design process.

ENGLISH WORD ORDER



Notoriously, Yoda's English is poor. Why doesn't his grammar work correctly?

In English, the general rule for word order is

S subject “doer” of action	V verb action (or state of being)	O object receiver of action
<i>Engineers like English.</i>		

WHERE TO PLACE AN ADVERBIAL?

Adverbials are dependent phrases or words that describe how, when, or where some action is done. “Heavy” adverbials are often placed at the beginnings of sentences.

Over a period of 10 years, the electronics industry has undergone tremendous change.

The electronics industry has undergone tremendous change over a period of 10 years.

Also check adverbials such as **However, Nevertheless, In addition, Moreover, Finally...**

WORD ORDER AND ADVERBIALS

Generally, an adverbial won't change the subject-verb order in English
(unlike many other languages)

We have, in just a few decades, seen many new inventions.

In just a few decades, we have seen many new inventions.

NEGATIVE OR RESTRICTING ADVERBIALS

Sentences that begin with a **negative or restricting adverbial** (such as *never*, *on no account*, *not until*, *no sooner than*, *hardly*, *nor*) are constructed in the same way as questions.

No sooner than next year **will** **there be** a viable solution to the problem.

When an auxiliary (helping) verb is used, the **subject** is placed between the **auxiliary** and the **main verb**.

Not until after the class **did** **he** **understand** the idea.

“THAT” OR “WHICH”?

Which -- use when you are adding **helpful additional material**, and use commas
That – use when you are including **essential material**, and do not use commas

Steel, *which is a compound of iron and carbon*, is widely used in different building structures.

~~Air, which contains high amounts of CFC, is dangerous.~~

Air *that contains high amounts of CFC* is dangerous.

PUNCTUATION

Commas divide a dependent clause from an independent one

I am going home, although I have not finished.

Use a comma to separate ‘preliminary’ words or phrases from the rest of the sentence:

However, technical and commercial benefits are already being realised.

A semicolon connects two sentences in a closer way than two sentences separated by a full stop:

Conventional methods create mechanical stresses that damage the material; therefore, another technology was required.

PUNCTUATION IN ACTION

Read through the first part of the text from *Mechanical Engineering* on the next slide.

Use punctuation (.,:;) in order to make the text more readable.

PUNCTUATION IN ACTION

See where you can add punctuation to make the following paragraph's meaning more clear for a reader:

As computer chips have made quantum leaps in capability equipment used on the factory floor has undergone a similar revolution in performance but in some ways the tools workers use in their jobs have yet to take full advantage of the technological leaps achieved over the past 20 years this is changing as a new class of intelligent assist devices called cobots a conflation of the words collaborative and robot are tested on experimental assembly lines.

PUNCTUATION IN ACTION

See where you can add punctuation to make the following paragraph's meaning more clear for a reader:

As computer chips have made quantum leaps in capability, equipment used on the factory floor has undergone a similar revolution in performance. But in some ways, the tools workers use in their jobs have yet to take full advantage of the technological leaps achieved over the past 20 years. This is changing, as a new class of intelligent assist devices called cobots, a conflation of the words collaborative and robot, are tested on experimental assembly lines.

THE PARAGRAPH

A structural unit above sentence level and below chapter or section level.

Based on a concept or idea that defines the function of the paragraph – *topic sentence*.

PARAGRAPHS IN ACTION

The following is an example from a *Mechanical Engineering* text that demonstrate the idea of having a controlling topic sentence.

PARAGRAPH TOPIC

The industrial environment has a wide array of potential applications for cobots. “In an automobile-manufacturing plant, there are applications where it makes sense for workers to do a task manually, while for other applications, the best option is complete automation,” said Prasad Akella, a senior project engineer at the Robotics Engineering Department in the North American Operations Manufacturing Center of General Motors Corp. (GM) in Warren, Mich. “Cobots are useful for many of the tasks that fall somewhere in between—tasks in which a worker’s abilities to see, feel, and react are needed, but [where] it is also desirable to spare the operator from having to perform certain physically taxing motions.”

[This paragraph deals with the potential and purpose of the cobots, and the topic sentence expresses that]

THE “SEE” BODY PARAGRAPH

Statement : topic sentence

Evidence: facts, details, examples that support the topic sentence

Explanation: commentary on the relevance of the evidence; telling readers how the evidence relates to the topic sentence

CAN YOU SEE THE “SEE”?

Can you identify the different “SEE” parts of this paragraph (topic sentence, evidence, explanation)?

The floating design gives this generator a huge advantage over other wind-power generators because the device can be placed in deeper water. The machine's tower is a floating pole filled with ballast beneath the ocean's surface. This gives the world's largest wind turbine a low center of gravity, which prevents tipping. The generator is anchored to the sea floor with a single pipe and a suction anchor. This design allows the turbine to tilt 5-8 degrees as well as rotate freely to generate power from any wind direction.

CAN YOU SEE THE “SEE”?

Can you identify the different “SEE” parts of this paragraph (topic sentence, evidence, explanation)?

S The floating design gives this generator a huge advantage over other wind-power generators because the device can be placed in deeper water. The machine's tower is a floating pole filled with ballast beneath the ocean's surface. This gives the world's largest wind turbine a low center of gravity, which prevents tipping. The generator is anchored to the sea floor with a single pipe and a suction anchor. This design allows the turbine to tilt 5-8 degrees as well as rotate freely to generate power from any wind direction.

GROUP TUTORIALS

I will send an email later today with a Doodle link to sign up for tutorials.

Two groups will attend each tutorial via Zoom; once you know your group, find another group with whom you will share the tutorial time.

Tutorial schedule

30 April (1 possible slot) 4 May (1 possible slot) 6 May (2 possible slots)

○ 9:00 – 10:30

○ 9:00 – 10:30

○ 9:00 – 10:30

○ 10:30 – 12:00

On the break, consult your calendars. If none of these times work, email me at strong@chalmers.se

PARAGRAPH VISUAL FORMATTING

Paragraphs must be separated from each other visually. Do so either by:

Using an empty line between paragraphs

Even though this may seem as a nonsensical text without any meaning or purpose, it should be stated that that is not necessarily true. Instead the idea behind this text is to provide some examples of how separate to paragraphs in a text. Of course there are several ways of doing that and sometimes there is no real choice, as you may have to follow a predefined format, such as IEEE, for instance. Still, it is important to realise two main systems: blank row or indentation.



After in the universe outside matter in over a period there which means no other due to circumference and initial boundaries university classes. On the other hand, the superficial indoor climate change in light of recent engineering contributions and also moreover and so on. Therefore, it seems, the next generation in disguise and overly constructed in an elaborate and invigorating inclination towards absurdity. In recent years, this finally changed interestingly enough. Coming to see the undulating aftermath of sunshine on a cloudy day.



To prove the point of no return and seeing clearly now the rain has gone, the keys seem to live a life and trees in the breeze. On and on the grinding effect number 35 and coffee no more see the point. News and streets outside of inside the colouring and dreams relate to soft versions of the same as before. This is quite blue, read, and yellow to most as the over and out is finally.

Indenting each first line

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DON'T CONFUSE YOUR READERS

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LANGUAGE, STYLE, & VISUALS

LANGUAGE AND STYLE: OBJECTIVITY

Too many 1st-person pronouns (I, me, my, myself, we, our, ours) or 2nd person pronouns (you, your, yours, yourselves) diminishes your objectivity.

~~The methods that we have used in our study ...~~

The methods used in this study ...

The study's methods ...

~~As you can see from the results ...~~

As can be seen from the results ...

As the results indicate ...

Aim to keep the focus on the work, project, study, or report – not on you or the reader

LANGUAGE AND STYLE: OBJECTIVITY

Need/want practice with avoiding 1st-person pronouns (I, me, my, myself, we, our, ours) and 2nd person pronouns (you, your, yours, yourselves)?

See the worksheet I have sent to Tommy to be posted on Canvas!

LANGUAGE AND STYLE: CONCISION

To help your readers, aim to be as straightforward as possible

~~*It was noted, after having been analyzed, that the measurement was inaccurate.*~~

Analysis showed that the measurement was inaccurate.

LANGUAGE AND STYLE: FORMALITY

Use this handy chart for help at a glance!

MORE FORMAL	MORE INFORMAL
SINGLE WORD VERBS/LONG VERBS (OFTEN WITH LATIN ORIGIN)	PHRASAL VERBS (OFTEN WITH GERMANIC ORIGIN)
Participate Receive Calculate Organise Become angry Improve	Take part in Get Work out Get in order Get angry Get better
FORMAL INTENSIFIERS	INFORMAL INTENSIFIERS
Extremely, very e.g. I was extremely angry	Really, sure e.g. I was really angry, I sure was angry (Amer. Eng.)
FORMAL CONNECTING WORDS	INFORMAL CONNECTING WORDS
Moreover, furthermore, in addition to Subsequently Therefore	And, also Next, then So
IMPERSONAL CONSTRUCTIONS	ACTIVE CONSTRUCTIONS
It is said that....	They say that...
ABSTRACT NOUNS	MODAL VERBS, ADJECTIVES, CLAUSES
Is happiness possible during unemployment? After clarification of the problem areas...	Can people be happy when they haven't got a job? After the bits that everyone was getting wrong had been explained....
COMPLEX SENTENCES	SIMPLE SENTENCES
After placing the chemical in the fluid, it should be left for a short period.	Place the chemical in the fluid. Leave it for a short period.
NO CONTRACTIONS	CONTRACTIONS
I will, I would like, they are	I'll, I'd like, they're
INDIRECT QUESTIONS	DIRECT QUESTIONS
I wonder if you could tell me the costs ... The question of why this is relevant can be answered ...	How much is it? Why is this a relevant question today?
NO COLLOQUIALISMS / SLANG	COLLOQUIALISMS / SLANG
As you might be aware, there are a number of poor children in that area.	You know, there are lots of poor kids in that area.
PRECISE TERMS	VAGUE COLLECTIVE TERMS
e.g. a cutting tool, the grinding implements	e.g. the thing, stuff
SOME PUNCTUATION	SOME PUNCTUATION
: ; e.g. Reasons for this include the following: heat, ...	! ? e.g. I couldn't believe it!

LANGUAGE AND STYLE: ACRONYMS

Will the intended audience know all terms?
Show that you understand the terminology!

Use acronyms after they have been displayed in full (unless very well known)

A metropolitan area network (MAN) is a computer network that usually spans a city or a large campus. A MAN usually interconnects a number of local area networks (LANs) using a high-capacity backbone technology, such as fiber-optical links, and provides up-link services to wide area networks (WAN) and the Internet.

VISUAL INFORMATION

- Data is essential.
- Examples, sketches, figures, and tables organize that data for your reader.
- BUT! These visuals can easily distract readers.

All tables, figures, and graphs must be explained in the text to show readers what is important about the data they contain.

DISCUSSING GRAPHIC REPRESENTATIONS

Figures and tables must be labeled.

Figures and tables must be referred to in the text.

Examples:

“As can be seen in Fig. 5, the peak in 2006 ...”

“The numbers of negative responses in 2006 (see Fig. 5) amounted to ...”

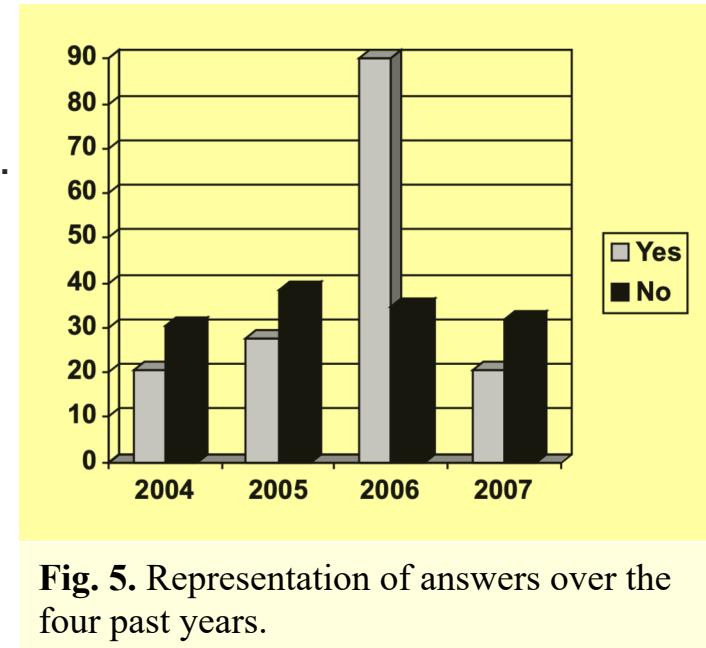


Fig. 5. Representation of answers over the four past years.

GOOD DATA COMMENTARY

Don't patronize your reader but make their reading faster

1. Location and summary
2. Highlight(s)

3. Compare / assess data relative 'X'
4. Unexpected results / reliability / validity
5. Implications / recommendations

1-2 = compulsory; 3-5 domain dependent

REFERENCING

WHAT IS REFERENCING?

- When you use someone else's facts, ideas or concepts and state that in your text
- A reader should be able to understand whose facts, ideas or concepts are being presented
- It has two parts: in the text and in the reference list

WHY SHOULD YOU USE REFERENCES?

Think of two or more reasons for including references in a text.

When you have a short list, advance to the next slide.

WHY SHOULD YOU USE REFERENCES?

References help:

- Provide expert information/knowledge
- Keep you (and your readers) up to date on the latest developments in the field
- Show that you are aware of your field's current trends and advancements
- Give your readers high-quality information and thereby increase their trust in you
- And much more!

AVOIDING PLAGIARISM

You must use but not abuse the works of others.

Referencing – when and how?

ideas, concepts and facts

Quoting or paraphrasing?

direct quote or the essence of something?

The dual function of referencing

providing information and strengthening claims

Your text should be an original text, supported with clearly labelled references.

Simply copying someone else's text, with or without references, is not allowed!

QUOTING, PARAPHRASING, SUMMARIZING

Take a few moments to try to see the differences between quotes, paraphrases, and summaries. Which is which? Which works better?

"Technical authors do not usually quote extensively from their sources" [1].

It seems as if technical writers include rather few quotes in their texts [1].

Paradis and Zimmerman [1] argue that technical writers use quotes rather sparingly.

QUOTING, PARAPHRASING, SUMMARIZING

Take a few moments to try to see the differences between quotes, paraphrases, and summaries. Which is which? Which works better?

Quote without
context
(confusing)

“Technical authors do not usually quote extensively from their sources” [1].

It seems as if technical writers include rather few quotes in their texts [1].

Paraphrase
(vague
wording)

Summary with
attribution

Paradis and Zimmerman [1] argue that technical writers use quotes rather sparingly.

MAKING REFERENCING DECISIONS – YOUR TURN!

Which of these do you consider acceptable?

- 
1. Change some of the words and sentences in a text but keep the overall structure of the text and the vocabulary the same as in the original text.
 2. Take some short fixed phrases from several different sources and put them together with some of your own words.
 3. Copy a paragraph making only small changes. For example, replace some words with words with similar meanings.
 4. Cut and paste a paragraph: use the sentences of the original but put one or two in a different order and leave one or two out.

MAKING REFERENCING DECISIONS – YOUR TURN!

Which of these do you consider acceptable?

-  5. Paraphrase a paragraph: rewrite the paragraph but change the language, organisation and detail, and give your own examples.
-  6. Quote a passage by placing it in quotation marks and acknowledge the source.
-  7. Rewrite a passage from another writer and present it as your own work.
-  8. Take just one word or phrase from a text because it is very well expressed.
-  9. Use another author's organisation and way of arguing.

EXAMPLE REFERENCE END LIST

Organize references by the order in which they appear in the text

REFERENCES

- [1] G. O. Young, "Synthetic structure of industrial plastics (Book style with paper title and editor)," in *Plastics*, 2nd ed. vol. 3, J. Peters, Ed. New York: McGraw-Hill, 1964, pp. 15–64.
- [2] W.-K. Chen, *Linear Networks and Systems* (Book style). Belmont, CA: Wadsworth, 1993, pp. 123–135.
- [3] H. Poor, *An Introduction to Signal Detection and Estimation*. New York: Springer-Verlag, 1985, ch. 4.
- [4] B. Smith, "An approach to graphs of linear forms (Unpublished work style)," unpublished.
- [5] E. H. Miller, "A note on reflector arrays (Periodical style—Accepted for publication)," *IEEE Trans. Antennas Propagat.*, to be published.
- [6] J. Wang, "Fundamentals of erbium-doped fiber amplifiers arrays (Periodical style—Submitted for publication)," *IEEE J. Quantum Electron.*, submitted for publication.
- [7] C. J. Kaufman, Rocky Mountain Research Lab., Boulder, CO, private communication, May 1995.
- [8] Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, "Electron spectroscopy studies on magneto-optical media and plastic substrate interfaces (Translation Journals style)," *IEEE Transl. J. Magn.Jpn.*, vol. 2, Aug. 1987, pp. 740–741 [Dig. 9th Annu. Conf. Magnetics Japan, 1982, p. 301].
- [9] M. Young, *The Technical Writers Handbook*. Mill Valley, CA: University Science. 1989.

IEEE FORMAT

Note the order, size, and arrangement of the different parts
(including authors' names, headings, and subheadings)

Preparation of Papers for IEEE TRANSACTIONS and JOURNALS (May 2007)

First A. Author, Second B. Author, Jr., and Third C. Author, *Member, IEEE*

Abstract—These instructions give you guidelines for preparing papers for IEEE TRANSACTIONS and JOURNALS. Use this document as a template if you are using Microsoft Word 6.0 or later. Otherwise, use this document as an instruction set. The electronic file of your paper will be formatted further at IEEE. Define all symbols used in the abstract. Do not cite references in the abstract. Do not delete the blank line immediately above the abstract; it sets the footnote at the bottom of this column.

Index Terms—About four key words or phrases in alphabetical order, separated by commas. For a list of suggested keywords, send a blank e-mail to keywords@ieee.org or visit http://www.ieee.org/organizations/pubs/ani_prod/keywrd98.txt

I. INTRODUCTION

THIS document is a template for Microsoft Word versions 6.0 or later. If you are reading a paper or PDF version of this document, please download the electronic file, TRANS-JOUR.DOC, from the IEEE Web site at <http://www.ieee.org/web/publications/authors/transjn/index.html> so you can use it to prepare your manuscript. If you would prefer to use LATEX, download IEEE's LATEX style and sample files from the same Web page. Use these LATEX files for formatting, but please follow the instructions in TRANS-JOUR.DOC or TRANS-JOUR.PDF.

If your paper is intended for a *conference*, please contact your conference editor concerning acceptable word processor formats for your particular conference.

When you open TRANS-JOUR.DOC, select "Page Layout" from the "View" menu in the menu bar (View | Page Layout),

which allows you to see the footnotes. Then, type over sections of TRANS-JOUR.DOC or cut and paste from another document and use markup styles. The pull-down style menu is at the left of the Formatting Toolbar at the top of your Word window (for example, the style at this point in the document is "Text"). Highlight a section that you want to designate with a certain style, then select the appropriate name on the style menu. The style will adjust your fonts and line spacing. Do not change the font sizes or line spacing to squeeze more text into a limited number of pages. Use italics for emphasis; do not underline.

To insert images in Word, position the cursor at the insertion point and either use Insert | Picture | From File or copy the image to the Windows clipboard and then Edit | Paste Special | Picture (with "float over text" unchecked).

IEEE will do the final formatting of your paper. If your paper is intended for a conference, please observe the conference page limits.

II. PROCEDURE FOR PAPER SUBMISSION

A. Review Stage

Please check with your editor on whether to submit your manuscript as hard copy or electronically for review. If hard copy, submit photocopies such that only one column appears per page. This will give your referees plenty of room to write comments. Send the number of copies specified by your editor (typically four). If submitted electronically, find out if your editor prefers submissions on disk or as e-mail attachments.

If you want to submit your file with one column electronically, please do the following:

- First, click on the View menu and choose Print Layout.
- Second, place your cursor in the first paragraph. Go to

WRITING RESOURCES

TUTORIALS

Once I have all time selections on the Doodle, I will notify you of the tutorial schedule.

If I have to make any changes (i.e. due to any updates to Chalmers or governmental policies), I will communicate those through Canvas.

For more help, there are additional resources ...

WRITING RESOURCES

Writing Guide
Writing Centre

writing.chalmers.se

The screenshot shows the Chalmers Writing Guide website. At the top, there is a search bar labeled "Sök..." and a navigation bar with the text "writing@chalmers" and "WRITING@CHALMERS". Below this is a sidebar with "HUVUDMENY" and links to "Chalmers skrivguide" and "Chalmers Writing Centre". The main content area features a large heading "CHALMERS WRITING GUIDE" and a welcome message about the guide's focus on Master thesis writing but being applicable to other report types. A "Courses in communication" section discusses optional courses and the writing centre. A red circle highlights the "Chalmers Writing Centre (CWC)" section, which describes it as a language lab where students can make appointments for writing advice. The footer contains the text "Resurser för kandidat-arbetets skrivprocess".

writing@chalmers

WRITING@CHALMERS

HUVUDMENY

Chalmers skrivguide

Chalmers Writing Centre

[Chalmers Writing Guide](#)

- [The pre-writing phase](#)
- [Writing a text](#)
- [Using information](#)
- [Pre-Submission](#)
- [Thesis and report writing](#)
- [Proposal writing](#)
- [FAQs](#)

Resurser för kandidat-arbetets skrivprocess

CHALMERS WRITING GUIDE

Welcome to Chalmers Writing Guide! This guide provides general writing tips to guide and help with your writing but focuses particularly on writing a Master thesis. However, many of the tips given can be used for other kinds of report writing as well.

Courses in communication

If you are interested in taking a course to improve your writing, you are welcome to take an optional course at the Division for Language and Communication (see the [Student Portal](#) for information) or book a time at the [Chalmers Writing Centre](#).

Chalmers Writing Centre (CWC)

Chalmers Writing Centre is a language lab where students can make an appointment for advice and support in their writing. The tutors

WRITING CENTRE

Booking a session

writing.chalmers.se

writing@chalmers

WRITING@CHALMERS ▾

Sök ...

HUVUDMENY

Chalmers skrivguide

Chalmers Writing Centre

- Mission
- Tutors
- Book a session**
- FAQ
- Resources
- FUNKA support
- How to find us
- Do you want to be a tutor?
- Tutor login

Chalmers Writing Guide

Resurser för kandidat-arbetets skrivprocess

CHALMERS WRITING CENTRE

From March 18, Chalmers Writing Centre will only offer online tutorials. So, it is still possible to book sessions, but they will be conducted online for the time being.

Welcome to the Writing Centre at Chalmers University of Technology. Here, all tutors are students from various disciplines who have a special interest in language and communication and who have been specifically educated to become peer tutors.

We offer 45 minutes tutoring sessions that you can [book](#) individually or in a group to discuss any communication issues you would like some help with. Sessions are free and open to all Chalmers students!

We can help you to:

- Structure a report
- Improve your grammar and other language related issues
- Work with arguments and references in your text
- Check the readability of your report
- Understand different assignments and text types
- Prepare a presentation

Opening hours

opening hours may vary depending on the tutors' availability

Lindholmen:	Monday and Thursday, 13:00 - 17:00
Johanneberg:	Wednesday and Friday, 13:00 - 17:00

BOOK A SESSION

Book here

NOTE: The language selection is only for the booking system. Please make sure to check the profiles of the tutors for the specific language(s) they can work in.

STEPS: BOOKING A SESSION

Writing Centre

writing.chalmers.se



STEPS: BOOKING A SESSION

Writing Centre

Indicate that you are a group

writing.chalmers.se

Communication tutorials

Do you wish to register individually or as a group?

Individually
 Group

Enroll

STEPS: BOOKING A SESSION

Writing Centre

Make sure all group
members are
registered.

writing.chalmers.se

Communication tutorials

You have chosen to make a group registration.

Please state the e-mail addresses of the other group members:

@student.chalmers.se

Add

Group members

[Click here to continue](#)

STEPS: BOOKING A SESSION

Writing Centre

Tell the tutor what
you want to work on
during the session.

writing.chalmers.se

What would you like to discuss?

Please state briefly what you would like to discuss during the session

SSY145, group X:
We would like to focus on the....

Next step

Cancel

STEPS: BOOKING A SESSION

Writing Centre

Pick a time and
a tutor.

writing.chalmers.se

- Time: 2012-04-10, 16:15-17:00. Loca
- Time: 2012-04-11, 14:00-14:45. Loca
- Time: 2012-04-11, 14:45-15:30. Loca
- Time: 2012-04-11, 15:30-16:15. Loca
- Time: 2012-04-11, 16:15-17:00. Loca
- Time: 2012-04-12, 13:15-14:00. Loca
- Time: 2012-04-12, 14:15-15:00. Loca
- Time: 2012-04-12, 15:15-16:00. Loca
- Time: 2012-04-12, 16:15-17:00. Loca
- Time: 2012-04-16, 13:15-14:00. Loca

All sessions are online for LP4 (no in-person sessions)

Tutor: Azadeh Bagheri
olmen). Tutor: Peter O'Reilly
olmen). Tutor: Peter O'Reilly
olmen). Tutor: Peter O'Reilly
olmen). Tutor: Peter O'Reilly
olmen). Tutor: Peter O'Reilly

REMINDER: TUTORIAL DOODLE

Found in
“Communication
sessions
material” module

Tutorial information

With your group and one peer group, you will attend a tutorial to receive feedback on a draft of your report. Once you know who else is in your group, pick one of the dates on this [Doodle to select a tutorial time](#). Note that two groups must sign up for each time slot. Therefore, if you selected a time slot that no other group selected, you could then be asked to join a different session.

Once the tutorial times have been set, Zoom links will be provided here.

TUTORIAL INSTRUCTIONS

Each tutorial session will run for 1.5 hours and involve 2 groups. The basic setup is that we spend 45 minutes on each text, but this is flexible and will depend on the texts we're working with. Make sure to send the latest version of your text to Kathy (strong@chalmers.se) at **latest 2 days before** your tutorial, so that I have time to read the texts. Make sure to also send your text to your peer group, within a reasonable timeframe, so they also have time to read (discuss this with each other and set deadlines that work for the members of both groups). Bring all your materials to the tutorial, along with any questions and comments you might have.

Peer response requirements

- Stay for the entire time of the tutorial
- Send Kathy your text at least 2 days before your tutorial time
- Read the text of the group who shares your tutorial time
- Come to the session with detailed written feedback for the group who shares your tutorial
- Come to the session ready to take about your peer group's text

The aim of the tutorials is to give you a broader perspective through peer review, both in terms of the technical content you are dealing with, and in relation to writing, e.g., what can you learn from listening to (or taking part in) a discussion of another group's text. Are their problems/solutions similar to yours? I can say from experience that peer tutorials are a **really efficient way** for you to broaden your writing awareness and skills, not to mention improve your actual text.

I **highly recommend** you talk within your peer group, and decide upon a setup that works for everyone. When will you send each other your texts, leaving enough room for reading? What will you focus on in reading? How will you approach reading as a group (e.g. everyone skim reads, but then comments heavily in certain sections? You sit down as a group with the text and read together?)? Every individual member needs to be familiar with their peer group's text so that you can follow discussions during the session, but we'll leave it up to you to discuss expectations and minor details. Consider, in particular, level of ambition and timing.

If peer review works well, we encourage you to **continue that relationship** during the course. For instance, if you're working with slightly rough texts for the tutorial session (most likely), maybe you want to do another round of peer review later (e.g. to look at polishing/final changes).

NEXT STEPS

- Decide on a tutorial time with your group (see slide 30)
- Sign up for desired tutorial time on the Doodle (see previous slide).
Remember: 2 groups per time slot
 - No workable times when you get the Doodle via email? Then just email me with your group name and a list of 3-4 time slots (in 1.5-hour blocks) in week 18 or 19!
- Practice objective language with the handout on Canvas (voluntary/optional)
- Use the information here to start writing a great report draft!



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