

TRƯỜNG ĐẠI HỌC BÁCH KHOA HÀ NỘI
HANOI UNIVERSITY OF SCIENCE AND TECHNOLOGY

Technical Writing and Presentation
Introduction to Research Writing

SOICT - 2020

1

Contents

1. What is research?
2. Publication
3. Structure of a scientific paper
4. Coherence and cohesion
5. Variety and clarity
6. Common grammar and punctuation errors
7. Editing and proofreading

2

2

WHAT IS RESEARCH?

3

3

What is research?

“All truths are easy to understand
once they are discovered;
the point is to discover them”

“And yet it moves”


Galileo Galilei

4

4

What is research?

**“The best way to predict the future
is to **invent** it”**



Alan Kay
Computer Scientist

5

5

What is research

- **Cambridge dictionary**
a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
- **Research Whisperer**
Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way to generate new concepts, methodologies and understandings

6

6

PUBLICATION

PUBLICATION

7

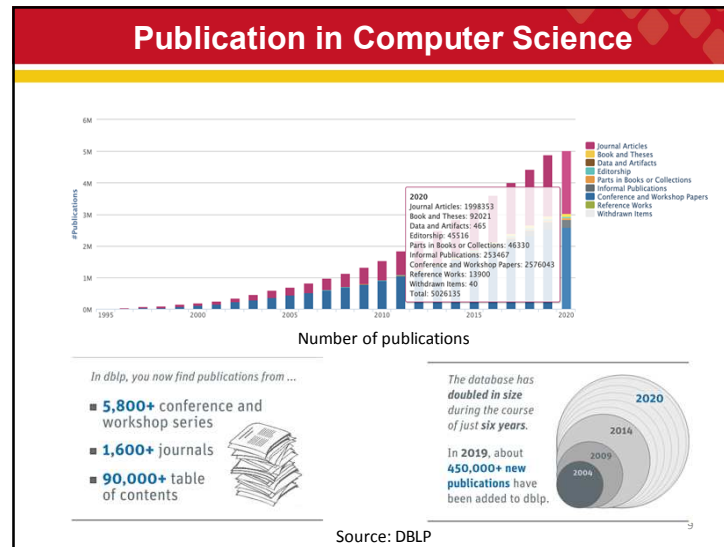
7

Publication in Computer Science

- You need publish your work to the world
 - If people don't know about it, they won't use it
 - Increase probability of adoption
- Requirements of writing
 - Standard form, structure
 - Good content, style, organisation
- Requirements of quality
 - a valid publication, published in the right place like in peer-reviewed journals, conferences
 - contain results with sufficient information to enable (i) assess, (ii) repeat experiments

8

8



9

Publication in Computer Science

- Kinds of scientific publication: book, dissertation, conference proceedings, journal article, etc.

book

conference proceedings

dissertation

journal

10

- ### Publication in Computer Science
- Book: most often a monograph written by specialist(s), reviewed by experts, focuses on a specific topic
 - Dissertation: scientific work of Phd students
 - Conference proceedings: a collection of papers, posters presented at a conference
 - Journal article: final “extended version” of a conference paper

11

Publication in Computer Science

Conference paper

- Have page limits
- Provide higher visibility and greater impact
- More timely
- High requirement of novelty

Journal article

- Unlimited/longer page limits
- Opportunity to revise and re-submit paper for review
- Longer review
- Require 30% content to be new, compared to earlier conference version

	Title	Acronym	Source	Rank
1	Journal of Statistical Software	journal	17,569	Q1
2	Molecular Systems Biology	journal	7,040	Q1
3	Journal of Operations Management	journal	6,481	Q1

Computer Aided Verification	CAV	CORE2018	A*
ACM Conference on Computer and Communications Security	CCS	CORE2018	A*
IEEE Conference on Computer Vision and Pattern Recognition	CVPR	CORE2018	A*

12

Publication in Computer Science

- Ranked publications
 - Scimago - Journals: <https://www.scimagojr.com/journalrank.php?area=1700>
 - CORE - Conferences: <http://portal.core.edu.au/conf-ranks/>
- List of Call for papers: <http://www.wikicfp.com/cfp/>
- Researchers' publications: <https://dblp.uni-trier.de/pers>, <https://scholar.google.com/>

13

13

STRUCTURE OF A SCIENTIFIC PAPER

14

14

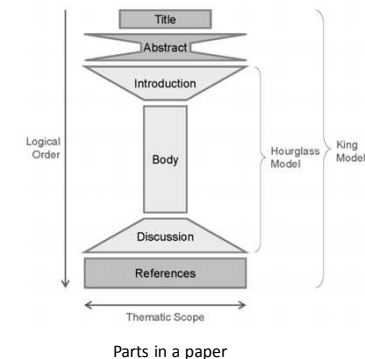
Structure of a scientific paper

- Three core parts in a paper: introduction, body, and discussion
 - Introduction: general motivations and research problems
 - Body: research methods and results in detail
 - Discussion: general conclusions and implications from the results
- Additional parts: title, abstract, references, appendix, acknowledgment

15

15

Structure of a scientific paper



Source: Michael Derntl, Basics of research paper writing and publishing, Int. J. Technology Enhanced Learning, Vol 6, No. 2, 2014

16

16

Title

www.chit.vn > Xu hướng kinh doanh > Translate this page
Kĩ Năng Giặt Tì Để Kéo Khách Hiệu Quả – Blogs Kiến Thức ...
www.kien-thuc.com > 1 - 1 vote
 Tuy nhiên "giặt tì" như thế nào để không phản cảm, không trái thuần phong mỹ ... và cũng là
 cần cầu để khách hàng quyết định có nên click vào xem hay không ... "Chia sẻ cách SEO
 website mới tạo lên top nhanh chóng" ... đây là những tí ...

huhoccontent.com > cách-viet-tieu-de-hay > Translate this page
Hướng dẫn cách viết tiêu đề hay "hủ hồn", giúp tăng CTR trên ...
Jump to: Tiêu đề câu view, giặt tì ... Một sự thật khá đau lòng là hầu như những tiêu đề câu view,
 giặt tì đều có tỉ lệ nhấp chuột không hề khác gì sự tò mò ...

vietads.net.vn > Góc nhìn Marketing > Translate this page
20 công thức "giặt tì" hấp dẫn khiến người đọc không thể ...

1. Cảnh báo: Những điều bạn phải biết về _____
2. Đừng đọc bài viết này nếu _____
3. Lật tẩy những cách kiếm tiền bằng _____
4. 4 lời nói dối về _____; cứ tin nếu bạn muốn _____
5. Kinh ngạc bí mật sau _____
6. Hé lộ điều ít ai biết về _____
7. 5 cạm bẫy của _____; tạm biệt _____ mãi mãi

ways to attract Vietnamese news readers
 J4F

- read first and most often
- good title "the fewest possible words that adequately describe the contents of the paper"
 - identify the main issue of the paper
 - accurate, unambiguous, specific, and complete
 - do not contain abbreviations unless they are well known e.g., HTML, CPU
 - attract readers

17

Title – Different types

- Descriptive titles: describe what the paper is about
 - Investigating the role of academic conferences on shaping the research agenda
- Declarative titles: make a statement about the results presented in the paper
 - Academic conferences shape the short-term research agenda
- Interrogative titles: pose a question
 - Do academic conferences shape the research agenda?
- Compound titles: combined approach
 - Do academic conferences shape the research agenda? An empirical investigation

18

Title – Examples

- Review some examples belows:
 - 'Educational Technology and Culture: The Influence of Ethnic and Professional Culture on Learners' Technology Acceptance'
 - 'HT06, tagging paper, taxonomy, Flickr, academic article, to read'
 - 'A New Framework for Dynamic Adaptations and Actions'
 - 'Go To Statement Considered Harmful'

19

Abstract

- One-paragraph summary of the whole paper
- Two types of abstract
 - Informative abstract: extracts everything relevant from the paper, an aggregated substitute for the full paper
 - Descriptive abstract: describe outline of the paper
- Checklist
 - Motivation: why do we care the problem and results?
 - Problem: what problem that the paper is trying to solve
 - Solution: what was done
 - Results: what is the answer to the problem
 - Implications: what does the answer imply?

20

Abstract - Example	
<p>Paper interfaces for learning geometry</p> <ul style="list-style-type: none"> • Motivation • Problem • Solution • Results • Implications 	<p>Unsupervised auto-tagging for learning object enrichment</p> <ul style="list-style-type: none"> • Motivation • Problem • Solution • Results • Implications

21

Abstract - Example	
Paper interfaces for learning geometry	Unsupervised auto-tagging for learning object enrichment
<p>Motivation</p> <ul style="list-style-type: none"> - Paper interfaces offer tremendous possibilities for geometry education in primary schools 	<ul style="list-style-type: none"> - Online presence is becoming an essential part of learning - Large portion of learning material is available
<p>Problem</p> <ul style="list-style-type: none"> - Existing computer interfaces do not consider the integration of school tools - Tools disregard classroom-level 	<ul style="list-style-type: none"> - Challenge to ensure accessibility, support retrieval and consumption of learning objects
<p>Solution</p> <ul style="list-style-type: none"> - Augmented reality-based tabletop system with interface elements made of paper - Conduct an exploratory user study based on three learning activities. 	<ul style="list-style-type: none"> - Automatically annotate specific learning resources using method α-TaggingLDA
<p>Results</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Automatically generated tags were preferred 35% more than the original authors' annotations
<p>Implications</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Automatic tagging facilitates effective information access to relevant learning objects

22

Introduction
<ul style="list-style-type: none"> ▪ Leads the reader from a general subject area to a particular field of research ▪ Three phrases <ul style="list-style-type: none"> ▪ Establish a territory: point out the importance of the subject, present an overview on current research ▪ Establish a niche: oppose an existing assumption or reveal a research gap or formulate a problem ▪ Occupy the niche: sketch the intent of own work and/or outline important characteristics of the work, important results

23

Body
<ul style="list-style-type: none"> ▪ Answers two questions: <ul style="list-style-type: none"> ▪ How was the research question addressed? ▪ What was found? ▪ Comprise several sections, subsections ▪ Example <ul style="list-style-type: none"> ▪ Empirical paper: describes material, data used for the study, methodology and results obtained ▪ Case study paper: describes the application of existing methods, theory, or tools. ▪ Theory paper: describes principles, concepts, models on which work is based

24

Discussion

- Other terms: Discussion and Conclusion, Conclusion, etc.
- Contains
 - Background information of the research aim
 - Brief summary of the results
 - Comparison of results with previously published work
 - Conclusions or hypothesis drawn from the results
 - Outlook on future work

25

25

References

- Cite related work at the end of the paper
- Many formats/styles for citing a paper, and listing references
- Some common styles
 - Name and year system: e.g., Chuck and Norris (2003) define...
 - Alphabet-number system: As reported in [4],...
 - Citation order system: similar to the alphabet-number system with one difference, i.e., references in the order of appearance in the text
- Two rules
 - Every cited sources must be listed
 - Every listed sources must be cited

26

26

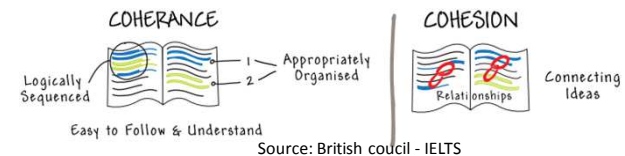
COHERENCE AND COHESION

27

27

Coherence and Cohesion

- Vital feature of writing in order to enhance reader's understanding of text
- Coherence
 - Connection of ideas at the idea level
 - Refers "rhetorical" aspect of writing which includes developing arguments, organizing and clarifying ideas
- Cohesion
 - Connection of ideas at the sentence level
 - Focuses on "grammatical" aspect of writing



28

Cohesion - Approaches

- Repetition: use a particular word/phrase across different sentences
- E.g.,
*Of course, **materials development** or adaptation is not the only priority for the professions in South Africa. However, the focus on **materials development** is appealing because it provides a very tangible and practical focus for speech and language therapists (Pascoe et al., 2013).*

29

29

Cohesion - Approaches

- Synonyms: use a word/phrase which has a similar meaning to a keyword in the first sentence
- E.g.
*The purpose of **population genetics** is to quantify and explain the processes generating variation in natural populations (Vargo & Husseneder, 2011). **Sociogenetic** studies of eusocial insects are generally based on the approach that the colony functions as a discrete entity within the population (Thorne et al., 1999).*

30

30

Cohesion - Approaches

- Pronouns: use a pronoun to refer back to a word/phrase already used
- E.g.
*When **scientific experiments** do not work out as expected, **they** are often considered failures until some other scientist tries them again. **Those** that work out better the second time around are the ones that promise the most rewards.*

31

31

Cohesion – Cohesive Words/Phrases

1. **Additive words:** Also, and, as well as, at the same time as, besides, equally important, further, furthermore, in addition, likewise, moreover, too, not only... but also.
2. **Amplification words:** As, for example, for instance, in fact, specifically, such as, that is, to illustrate
3. **Repetitive words:** Again, in other words, that is, to repeat
4. **Contrast words:** But, conversely, despite, even though, however, in contrast, notwithstanding, on the one hand / on the other hand, still, although, though, whereas, yet, nevertheless, on the contrary, in spite of this

32

32

Cohesion – Cohesive Words/Phares

5. **Cause and effect words:** Accordingly, as a result, because, consequently, for this reason, since, as, so, then, therefore, thus
6. **Qualifying words:** Although, if, even, therefore, unless
7. **Example:** For example, for instance
8. **Emphasizing words:** Above all, more/most importantly
9. **Reason words:** For this reason, therefore

33

33

Cohesion – Cohesive Words/Phares

10. **Order words:** At the same time, firstly, secondly, lastly, next, today/yesterday/next year, then, until, while, in the end, eventually
11. **Explanation:** in other words, that is to day
12. **Attitude:** Of course, fortunately, unfortunately, certainly
13. **Summary:** finally, in conclusion, in short, to summaries

34

34

Cohesion - Example

- The hotel is famous. It is one of the most well-known hotels in the country. The latest international dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event. Because the hotel wanted to gain international reputation. But not many people attended the event.
- The hotel, which is one of the most well-known hotels in this region, wanted to promote its image around the world by hosting the latest international dancing competition. Although the event was widely advertised, not many people participated in the competition.
- The latest international dancing competition was held at the hotel, which is one of the most well-known hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its international reputation; however, it failed to attract many people.

35

35

Coherence

- Combination of every paragraph, every sentence, and every phrase to contribute to the meaning of the whole text
- Two factors: paragraph unity and sentence cohesion
- Paragraph unity:
 - Paragraph must have a topic sentence
 - Every other sentence in the body (i) contains more specific information than the topic sentence and (ii) maintains the same focus of attention as the topic sentence

36

36

Coherence - Example

- Paragraph:

As a reminder, please promptly return the lecture notes you borrowed. Slide the notes under my door if I am not there. I may become agitated if you are late, much like my Uncle Chester after several eggnogs on Christmas Eve. Most Christmases I liked to stay up and open my stockings after midnight. Staying up late was exciting and would be repeated a week later at New Year's. So would Uncle Chester's disgraceful behavior.

- Cohesion: ?
- Coherence: ?

37

37

VARIETY AND CLARITY

38

38

Variety and Clarity

- Paper containing sentences of one short patterns bores both reader and writer
 - Repetition of simple sentence pattern draws attention to itself, not the ideas
 - Simple or short sentences cannot show many relationships among the ideas
- Should revise the sentences to express the ideas more clearly and add variety to the paper

39

39

Variety and Clarity

1. Do adjacent sentences contain the same subject and/or the same verb? If yes, combine them in a single, concise sentence
 - Join sentences by omitting a repeated subject (1)
 - Original: Radio advertisements are broadcast daily or weekly. Radio advertisements reach a wide audience.
 - Revision: Radio advertisements are broadcast daily or weekly and reach a wide audience.

40

40

Variety and Clarity

1. Do adjacent sentences contain the same subject and/or the same verb? If yes, combine them in a single, concise sentence
 - Join the sentences by omitting repeated subjects and verbs and by using **adjectives (2)**
 - Original: The city council conducted a study of public transportation. The study was lengthy. The study was detailed.
 - Revision: The city council conducted a lengthy, detailed study of public transportation.

41

41

Variety and Clarity

1. Do adjacent sentences contain the same subject and/or the same verb? If yes, combine them in a single, concise sentence
 - Join the sentences by omitting repeated subjects and verbs and by using **adverbs (3)**
 - Original: the negotiators worked to gain approval for the contract. The negotiators worked at a steady pace. However, they worked slowly.
 - Revision: The negotiators worked steadily but slowly to gain approval for the contract.

42

42

Variety and Clarity

2. Do adjacent sentences contain ideas of equal importance? If yes, use coordination
 - Using comma: combines with seven types of conjunctions
 - **and/in addition/along with** shows addition: The strike divided the town, and it strained labor-management relations.
 - **but/however/except/on the other hand** shows contrast: Negotiators resolved the strike, but the town remained divided.
 - **for/because/the reason** shows reason: Coping with environmental issues is a necessary part of industrial studies, **for** industries affect the environment.

43

43

Variety and Clarity

- **so/as a result/therefore** shows logical consequence: Industries affect the environment, **so** coping with environmental issues is a necessary part of industrial studies.
- **nor** shows addition of a negative point: The environment cannot sustain constant resource depletion, nor can it recover quickly from wide-scale resource extraction.
- **or** shows choice: Businesses can design their own programs for recording statistical data, or they can use purchased, pre-designed programs.
- **yet** shows contrast: More secondary schools are implementing programs designed to increase teenagers' awareness of the dangers of drinking and driving, yet alcohol-related traffic accidents continue to be one of the leading causes of death for people between the ages of fifteen and twenty-two

44

44

Variety and Clarity

2. Do adjacent sentences contain ideas of equal importance? If yes, use coordination
 - Using semicolon: when you want to keep two closely related ideas in one sentence
 - **however/but**: The actress's performance electrified the audience; however, lighting and sound problems diminished the play's overall impact.
 - **furthermore**: The project required extensive research; furthermore, budget cuts reduced the available funds.

45

45

Variety and Clarity

- **instead/rather**: Neither bold colors nor heavy lines made the painting striking; instead, the sheer size of the canvas drew attention.
- **consequently/as a result**: The speech required preparation and an in-depth analysis of the situation; consequently the student surveyed the population on the issue.
- **nevertheless/however**: The recently established bio-social theory helps us see the evolution of human behavior with a new perspective; nevertheless, few scientists endorse it.

46

46

Variety and Clarity

3. Do adjacent sentences contain ideas of unequal importance? If yes, use subordination
 - **when, until, after, as soon as, before, ever since, as, while** show a relation that indicates time:
 - Original: The two countries reached an agreement on trade policies. They then were able to complete their peace treaty.
 - Revision: After the two countries reached an agreement on trade policies, they were able to complete their peace treaty.
 - **because, since** show a relation that indicates causality
 - Original: The statistics in the proposal were inaccurate. It was this that made the proposal fail.
 - Revision: The proposal failed because its statistics were inaccurate.

47

47

Variety and Clarity

- **though, although, even though, while** express concession and contrast of ideas
 - Original: Equipment failures and labor strikes delayed the submarine's completion. Naval engineers continued the project.
 - Revision: Although equipment failures and labor strikes delayed the submarine's completion, naval engineers continued the project.
- **of, as if, provided that, unless, as though** show condition
 - Original: Video game manufacturers plan to impose a rating system to indicate violence. The ratings system will be ineffectual without an accompanying plan for reinforcement.
 - Revision: Unless video game manufacturers issue an accompanying plan for enforcement, their ratings system will be ineffectual.

48

48

Variety and Clarity

- **where** indicates place
 - Original: The male hornbill builds a nest for his mate. He chooses a nest site that will protect her and her chicks from predators.
 - Revision: The male hornbill builds a nest for his mate **where** she and her chicks will be protected from predators.
- **so that** shows result
 - Original: The author wanted people of all income levels to be able to read her book. To achieve this, she stipulated that the book be sold for under five dollars.
 - Revision: **So that** people of all income levels would be able to read her book, the author stipulated that the book be sold for under five dollars.

49

49

Variety and Clarity

- **whichever, whenever, wherever, whoever** indicate general possibility
 - Original: The program's format allows individual users to make changes. This can be done each time users encounter problems in implementing the program.
 - Revision: The program's format allows individual users to make changes **whenever** they encounter problems implementing the problem.
- **more, less than** shows comparison of ideas
 - Original: The beginner's manual contains few technical terms. However, the advanced manual contains several.
 - Revision: The advanced manual contains **more** technical terms than the beginner's manual.

50

50

Variety and Clarity

- **who, whom, whose, that: persons**
 - Original: Peter Tchaikowsky, a Russian composer, lived from 1840 to 1893. He composed Peter and the Wolf.
 - Revision: Peter Tchaikowsky, a Russian composer **who** lived from 1840 to 1893, composed Peter and the Wolf.

51

51

Variety and Clarity

- **that, which: things**
 - Original: Peter and the Wolf is often performed for audiences of children. The composition uses different instruments to represent different characters.
 - Revision: Peter and the Wolf, **which** uses different instruments to represent different characters, is often performed for audiences of children

52

52

Variety and Clarity

- **which:** explanatory clause
 - Original: The judges scored the performances using a new set of standards. This different method of scoring resulted in unanticipated victories for several new competitors.
 - Revision: The judges scored the performance using a new set of standards, **which** resulted in unanticipated victories for several new competitors.

53

53

Variety and Clarity

- **where:** place; **when:** time
 - Original: A press conference is an ideal place to find out information. Many journalists meet, discuss, and question current political issues at a press conference.
 - Revision: a press conference where many journalists meet, discuss, and question current issues, is an ideal place to find out information.

54

54

COMMON GRAMMAR AND PUNCTUATION ERRORS

55

55

Common grammar and punctuation errors

1. Subject – Verb agreement errors
 - Example 1:
 - Incorrect: An important part of my life have been the people who stood by me
 - Correct: An important part of my life has been the people who stood by me.
 - Example 2
 - Incorrect: A huge number has been asked here
 - Correct: A huge number have been asked here
 - The number: singular, a number: plural
 - Example 3
 - Incorrect: Each of the women in the class were nurses
 - Correct: Each of the women in the class was nurse

56

56

Common grammar and punctuation errors

2. Miss comma after introductory element

■ Example 1:

- Incorrect: In case you haven't noticed my real name doesn't appear in the article.
- Correct: In case you haven't noticed, my real name doesn't appear in the article.

■ Example 2

- Incorrect: Before she had time to think about it Sharon jumped into the icy pool.
- Correct: Before she had time to think about it, Sharon jumped into the icy pool.

57

57

Common grammar and punctuation errors

3. Misusing its and it's

■ Example 1:

- Incorrect: I don't believe its finally Friday
- Correct: I don't believe it's (it is) finally Friday.

■ Example 2

- Incorrect: The cat was licking it's tail.
- Correct: The cat was licking its tail.

58

58

Common grammar and punctuation errors

4. Ambiguous pronoun reference

■ Example 1:

- Incorrect: When Jonathan finally found his dog, he was so happy. (The dog or Jonathan?)
- Correct: Jonathan was so happy when he finally found his dog.

■ Example 2

- Incorrect: Don felt a lot of anger and bitterness as a result of Marie's decision. This is what ended everything. (What ended everything? Don's anger and bitterness or Marie's decision?)
- Correct: Don felt a lot of anger and bitterness as a result of Marie's decision. Her choice ended everything.

59

59

Common grammar and punctuation errors

5. Lack of parallel structure

■ Example 1:

- Incorrect: He wanted to learn more about careers in programming, engineering, biochemist, and research scientist.
- Correct: He wanted to learn more about careers in programming, engineering, biochemist, and researching scientist.

■ Example 2

- Incorrect: The key directives of his boss were clear:
 - Meet monthly sales quotas.
 - Aggressive marketing techniques.
 - Reporting in every day.
- Correct: The key directives of his boss were clear:
 - Meet monthly sales quotas.
 - Aggressive marketing techniques.
 - Report in every day.

60

60

Common grammar and punctuation errors

6. Dangling modifier: the intended subject or the modifier is missing from the sentence, an instead another subject appears in its place

■ Example 1:

- Incorrect: While driving to work, a car accident was witnessed on the highway.
- Correct: While driving to work, Jane witnessed a car accident on the highway.

■ Example 2:

- Incorrect: Having finished the assignment, the TV was turned on
- Correct: Having finished the assignment, Jill turned on the TV.

61

61

Common grammar and punctuation errors

6. Dangling modifier – Revise the following sentences:

- Having arrived late for practice, a written excuse was needed.
- Without knowing his name, it was difficult to introduce him.
- To improve his results, the experiment was done again.

62

62

Common grammar and punctuation errors

7. The Oxford comma

- The comma before the final item in a list: standard in British writing
- US writing: skip the last comma, especially in journalism
- It's a matter of preference, no right or wrong when it comes to the Oxford comma
- Example:
 - Oxford comma: My favorite foods are pizza, spaghetti, and steak
 - without Oxford comma: My favorite foods are pizza, spaghetti and steak

63

63

EDITING & PROOFREADING

64

64

Editing and proofreading strategies

- Same: both demands close and careful reading
- Different: two different stages of the revision stage, using different techniques
- General strategies
 - Get some distance from the text
 - Find a quiet place to work
 - Try changing the look of the document
 - Use ruler or page, card to read line by line

65

65

Editing

- Begin as soon as you finish the first draft
- Reread the draft to see whether the paper is well organized, the transition between paragraphs are smooth, etc.
- Edit on several levels
 - Content:
 - Have you done everything the assignment/goal requires?
 - Are the claims made accurate?
 - Is all information in your paper relevant to the assignment/goal?
 - Have you supported each point with adequate evidence?

66

66

Editing

- Edit on several levels
 - Overall structure:
 - Does your paper have an appropriate intro and conclusion?
 - Is it clear how each paragraph in the body is related to the goal?
 - Are the paragraphs arranged in a logical sequence?
 - Have you made clear transitions between paragraphs?
 - Structure within paragraphs?
 - Does each paragraph have a clear topic sentence?
 - Does each paragraph stick to one main idea?
 - Are there any extraneous or missing sentences in any paragraphs?

67

67

Editing

- Edit on several levels
 - Clarity
 - Is the meaning of each sentence clear?
 - Is it clear what each pronoun (he, she, it, they, etc.) refers to?
 - Have you chosen the proper words to express your ideas?
 - Have you defined any important terms that might be unclear to reader?
 - Style
 - Have you used an appropriate tone (formal, informal, etc.)?
 - Have you varied the length and structure of sentences?
 - Do you tend to use the passive voice too much?

68

68

Editing

- Edit on several levels
 - Citations
 - Have you appropriately cited quoted, paragraphs, ideas you got from sources?
 - Are your citations in the correct format?
- After editing at all levels, you make significant revisions to the content and wording of the paper
- Check pattern of error you tend to have for correcting future instances

69

69

Proofreading

- The final stage of the editing process
- Only after you have finished all of your other editing revisions
- Focus on surface errors such as misspelling, mistakes in grammar and punctuation

70

70

Proofreading

- Don't rely entirely on spelling checkers because they are far from foolproof.
- Proofread for only one kind of error at a time
- Read slow, and read every word
- Separate the text into individual sentences
- Circle every punctuation mark
- Read the paper backwards: useful for checking spelling
- Ignorance may be bliss, but it won't make you a better proofreader. If you're not sure about something, look it up.

71

71



72

72