# English and LaTeX—Writing Tips

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# Acknowledgement

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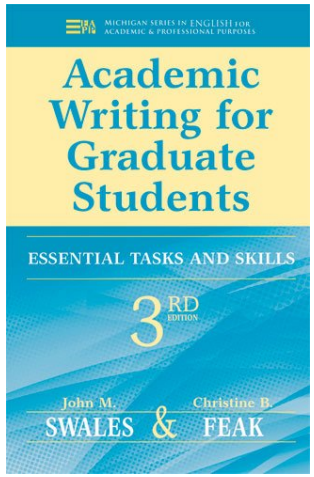
# Main Reference

John Swales and Christine B. Feak. *Academic writing for graduate students: essential tasks and skills*. 3rd ed. University of Michigan Press/ELT, 2012



# Tips

# Tip #1

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*He hasn't nothing to do.*
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*He hasn't nothing to do.*
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*He isn't neither tall nor handsome.*

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**Tip #1: Beware Double Negative (4)**

- Double negative is positive!

# Tip #2

*In Table IV, 14 out of 32 recommendations (e.g. D18, D20, D21, A4, etc) include a suggestion to move methods or classes to more suitable modules i.e., better modules.*

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**Tip #2: Using connectors properly (etc1, 16, 11)**

- Using correctly: "e.g.", "i.e.", and "etc."

# Tip #3

*Class A depends on classes $C_1$, $C_2$ and $C_n$.*

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*Tomorrow, I will play guitar, go shopping or die.*

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*She likes cooking, and jogging.*

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**Tip #3: Comma in series (16, 14)**

- Using comma between all the items in a series, including the last two
- This comma is known by *serial comma*

# Tip #4

*We come up with such syntactic sugar to make the development task easier.*

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*We come up with such syntactic sugar to make the development task easier.*

*We designed such syntactic sugar to facilitate the development task.*

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*We come up with such syntactic sugar to make the development task easier.*

*We designed such syntactic sugar to facilitate the development task.*

**Tip #4: Avoid phrasal verbs (10)**

- Why? Because it is informal!
- See more phrasal verbs in the next slide

# Tip #5

*Our recommendations were validated by the senior architect responsible for the architecture.*

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**Tip #5: Avoid passive voice (19, 12)**

- Passive voice is not usual in English writing as it is in Portuguese
- Can I use sometimes? *Yes, you can*
- When? *The passive voice makes sense because the agent is relatively unimportant compared to the action itself and what is acted upon*
  - "Authorities *make* rules to be broken" $\Longrightarrow$ "Rules *are made* to be broken"
  - "Surgeons successfully *performed* a new experimental liver-transplant operation yesterday" $\Longrightarrow$ "A new experimental liver-transplant operation *was performed* successfully yesterday"

# Tip #6

*He is tall, but poor.*

# Tip #6

*He is tall, but poor.*

# Tip #6

*He is tall, but poor.*
*He is tall but poor.*

# Tip #6

*He is tall, but poor.*
*He is tall but poor.*

*He is tall but his mom is short.*

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*He is tall but poor.*

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*He is tall, but his mom is short.*

*He is tall, but poor.*
*He is tall but poor.*

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**Tip #6: Correct use of but (16)**

- Use comma before *but* in order to connect two independent clauses
- Otherwise, do not use

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**Tip #7: Using dash properly (16)**

- In English: *blablabla—something—blablabla*
- In Portuguese: *blablabla – algo – blablabla*

# Tip #8

*Furthermore, a detailed description of all architectural refactoring recommendations is available in a companion website*[1].

[1] *http://www.dcc.ufmg.br/ terra/spe2013*

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**Tip #8: Footnote markers (16)**

- Mostly, after the whole sentence
- Sometimes in the middle of the sentence to avoid misunderstandings:
  - "The Lattix Dependency Manager (LDM) tool[2] provides a simple language to declare design rules that the target system implementation must follow (e.g., **`A cannot—use B`**) and visually represents the detected violations in a DSM."

# Tip #9

*It's common to identify patterns they are following.*

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**Tip #9: Contraction forms (16)**

- Should I use or not? *It depends on the journal or conference you're submitting to*
- However, **never** mixed them up

# Tip #10

*I can not play soccer because I broke my leg.*

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*I can not play soccer because I broke my leg.*

*I cannot play soccer because I broke my leg.*

*I can not play soccer because I broke my leg.*

*I cannot play soccer because I broke my leg.*

**Tip #10: Cannot or Can not? (7)**

- *cannot* is the ordinary modern way of writing *can not*
- Both *cannot* and *can not* are acceptable spellings
  - but the first is much more usual
- In fact, you would use *can not* when the *not* forms part of another construction such as *not only*:
  - "He can not only sing but also dance."

*The approach cannot suggest recommendations.*

# Tip #11

*The approach cannot suggest recommendations.*

# Tip #11

*The approach cannot suggest recommendations.*

*The approach may not suggest recommendations.* *(possibility)*

# Tip #11

*The approach cannot suggest recommendations.*

*The approach may not suggest recommendations.* *(possibility)*

**Tip #11: Can or May? (1)**

- Use *may* for possibility
- Use *can* for ability

# Tip #12

*The formula must satisfy these criterion.*

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**Tip #12: Greek nouns? (15, 6)**

- Ends with *on* in case of singular (e.g., *phenomenon*)
- Ends with *a* in case of plural (e.g., *phenomena*)

# Tip #13

*We report two case studies with ArchLint. In a first study, we applied the solution in an industrial-strength information system.*

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*We report two case studies with ArchLint. In a first study, we applied the solution in an industrial-strength information system.*

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*We reported two case studies with ArchLint. In a first study, we applied the solution in an industrial-strength information system.*

## Tip #13: Parallelism (16)

- Keep the tense
- More examples:
  - *She likes cooking and to read novels.* $\Longrightarrow$
    *She likes cooking and reading novels.* (or)
    *She likes to cook and read novels.*
- More important, sections *Related Work* and *Background* can be written in either *Simple Past* or *Present Perfect*, but **never** mix tenses up

# Tip #14

*The tool relies on search algorithms, like hill climbing and simulated annealing, to suggest six inheritance-related refactorings.*

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**Tip #14: Like or such as? (2, 13)**

- *Like* says that what follows is intended as a frame of reference to indicate the group of things you're talking about but is itself not included in the group
- *Such as* means that what follows are examples of the things that are part of the group you're talking about
- More examples:
  - Chuck enjoys desserts such as brownies, cheesecakes, and macaroons
  - Chuck enjoys desserts like brownies, cheesecakes, and macaroons

# Tip #15

*Diamonds that are expensive often elicit forgiveness.*

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*Diamonds, which are expensive, often elicit forgiveness.*

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*Diamonds, which are expensive, often elicit forgiveness.*

**Tip #15: That or which (16, 5, 21)**

- *That* for a restrictive clause, i.e., it specifically restricts some other part of the sentence
- *Which* for a nonrestrictive clause, i.e., it can be left off without changing the meaning of the sentence
- More examples:
  - Our house that has a red door and green shutters needs painting.
  - Our house, which has a red door and green shutters, needs painting.

# Tip #16

*He doesn't need a car, because he lives downtown.*

# Tip #16

*He doesn't need a car, because he lives downtown.*

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*He doesn't need a car, because he lives downtown.*
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# Tip #16

*He doesn't need a car, because he lives downtown.*
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*Since the museum was closed she went to the shopping.*

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*Since the museum was closed, she went to the shopping.*

*He doesn't need a car, because he lives downtown.*
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*Since the museum was closed she went to the shopping.*
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**Tip #16: Because or since? (20, 3, 18)**

- Conjunctions—such as because, as, since, while, and though—the dependent clause (the part beginning with the conjunction) can also come at the beginning of the sentence
- In this case (and ONLY in this case), a comma can be used to join the two clauses

# Tip #17

*Although lasagna and pizza are both popular dishes in the school cafeteria, most students prefer the later.*

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*Although lasagna and pizza are both popular dishes in the school cafeteria, most students prefer the later.*

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*Although lasagna and pizza are both popular dishes in the school cafeteria, most students prefer the later.*

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*Jill traveled to Aruba, Australia, and Paris, but her favorite vacation was the latter.*

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*Although lasagna and pizza are both popular dishes in the school cafeteria, most students prefer the later.*
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*Jill traveled to Aruba, Australia, and Paris, but her favorite vacation was the latter.*
*Jill traveled to Aruba, Australia, and Paris, but her favorite vacation was the last.*

### Tip #17: Using former/latter (8)

- *Former* and *latter* should only be used when comparing two items
  - former = first
  - latter = last
- More examples:
  - John likes both dogs and cats, but he really prefers the former over the latter.

*It was design a tool that implement our approach.*

# Tip #18

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*It was design a tool that implement our approach.*
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*Section 1 describe our approach.*

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*It was design a tool that implement our approach.*
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*It is showed in Figure 1.*
*It is shown in Figure 1.*

*We could got more information.*

# Tip #18

*It was design a tool that implement our approach.*
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*Section 1 describe our approach.*
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*We could got more information.*

# Tip #18

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*Section 1 describe our approach.*
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*We could got more information.*
*We could get more information.*

# Tip #18

*It was design a tool that implement our approach.*
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*Section 1 describe our approach.*
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*It is showed in Figure 1.*
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*We could got more information.*
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**Tip #18: Conjugation (9, 16)**

- Pay attention to third-person singular, past participle, etc.

# Tip #19

*The heuristic #1 has found several violations.*

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*The results are illustrated in the Table 3.*

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*We rely on the function $f$ to find duplicates.*

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*We rely on the function f to find duplicates.*
*We rely on function f to find duplicates. (or)*
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*The class* **`ArrayList`** *represents a collection.*

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*The class* `ArrayList` *represents a collection.*
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*The class* `ArrayList` *represents a collection.*
*The* `ArrayList` *class represents a collection. (or)*
*Class* `ArrayList` *represents a collection.*

**Tip #19: Using the (16)**

- You don't use *the* when the target object has an identifier

# Tip #20

*Some people like coffee, other prefer tea.*

# Tip #20

*Some people like coffee, other prefer tea.*

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*Some people like coffee, other prefer tea.*
*Some people like coffee, others prefer tea.*

# Tip #20

*Some people like coffee, other prefer tea.*
*Some people like coffee, others prefer tea.*

*Besides this heuristic, we propose others heuristics.*

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*Some people like coffee, other prefer tea.*
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*Besides this heuristic, we propose others heuristics.*
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*Some people like coffee, other prefer tea.*
*Some people like coffee, others prefer tea.*

*Besides this heuristic, we propose others heuristics.*
*Besides this heuristic, we propose other heuristics.*

**Tip #20: Other vs. Others (17)**

- In short:
  - *others* = *other* <*noun*>
  - *other* for singular or plural

# Tip #21

*Our approach achieved a precision about 70%.*

# Tip #21

*Our approach achieved a precision about 70%.*

# Tip #21

*Our approach achieved a precision nearby 70%.*

# Tip #21

*Our approach achieved a precision nearby 70%.*

*We evaluate using a lot of systems.*

# Tip #21

*Our approach achieved a precision nearby 70%.*

*We evaluate using a lot of systems.*

# Tip #21

*Our approach achieved a precision nearby 70%.*

*We evaluate using a considerable amount of systems.*

# Tip #21

*Our approach achieved a precision nearby 70%.*

*We evaluate using a considerable amount of systems.*

*The function gets an instance from the factory.*

# Tip #21

*Our approach achieved a precision nearby 70%.*

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*Our approach achieved a precision nearby 70%.*

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**Tip #21: Better ways to write the same thing (16)**

- Always prefer the more formal way

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**Tip #22: Very used sentences (16)**

- rely on
- based on
- focus on
- with respect to (w.r.t.)

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**Tip #23: Common mistakes (16)**

- Avoid it!

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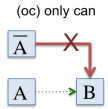
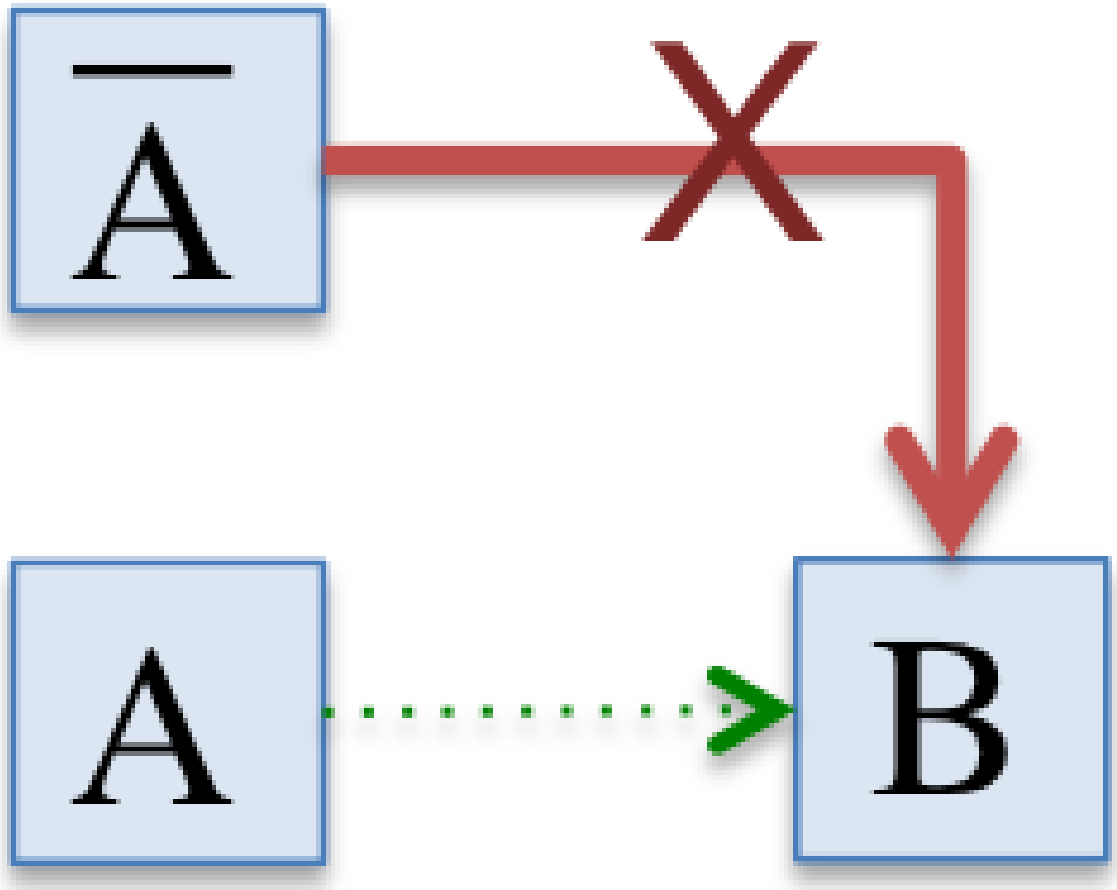
**Tip #24: Make itemsets clear**

- You can enumerate items throughout the text
  - However, it is better to make the items clear

# Tip #25



# (oc) only can



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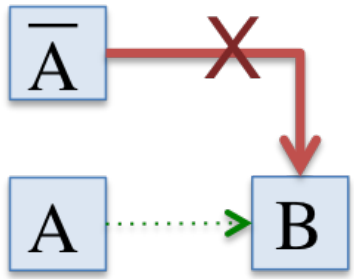

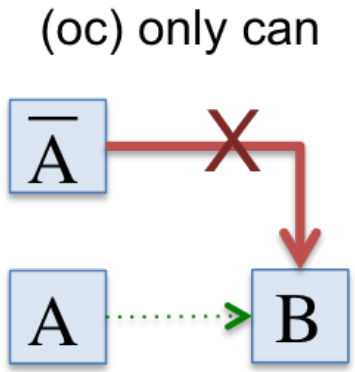


## Tip #25: Beware Sizes

- Figures, tables, etc. must have the appropriate size!
  - If small, "Do you want me to read?"
  - If big, "Do you need to take up space?"

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*LaTeX*

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**Tip #26: Avoid weird line breaks**

- To avoid undesirable line breaks, use tilde:
  - *before* identifiers (e.g., `B` and `V`) and cite command (`cite`)
  - *after* dots that are not the end of the sentence (e.g., `et al.` and `w.r.t.`)

## *BibTeX*

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@inproceedings{doi21.312.123,
author = {Jonathan Aldrich, Craig Chambers, David Notkin},
title = {ArchJava:  connecting software architecture to implementation},
booktitle = {Proceedings of 22nd Int.  Conference on Software Engineering},
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### Tip #27: BibTeX

- Keep your BibTeX perfect
- Some guidelines:
  - Good organization (indentation), authors separated by "and", standardization (e.g., booktitle), capitalization of the title (e.g., {Java}), etc.

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**Tip #28: Writing Patterns**

- It is crucial to define a pattern when you write papers
- It can be any pattern, but **never** mixed them up

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Thanks!!!