English Academic Writing

Unit 1 Intro.

1.1 introduction

Formal genre: Strict register and format

Full form	connectors	Use of the passive voice	Point of view
did not	moreover	sth. have been published	One possible reason may be...
didn't	Anyway	have published sth.	How can this be so?

Good writing is elegant and stylish, and ideas are clearly and effectively

How to become a better writer

- Read, pay attention, and imitate.
- Write short articles or essay
- Talk about your research before trying to write about it
- Write to engage your readers

steps to become

- stop waiting for inspiration
- revise
- learn to cut ruthlessly, make the work simple and clear
- find a good editor

1.2 some examples

Verbs drive the sentences along, Nouns slow the sentence down

1.3 Overview: principles of effective writing

Use acronyms that are standard terms that everybody is familiar with.

use passive voice

control the distance between the subject and the predicate

1.4 Cut the clutter

- Achieve conciseness by removing unnecessary words, phrases, sentences, and paragraphs.
- **BUT** The removals should not sacrifice clarity, coherence, or unity.

some common clutter:

1. Dead weight words and phrases

    - As it is well known
    - As it has been shown
    - It can be regarded that
    - It should be emphasized that

2. Empty words and phrases

    - basic tenets of
    - A profile of
    - for the concept of

3. Long words or phrases that could be short
    "muscular and cardiorespiratory performance" & "fitness"

4. Unnecessary jargon and acronyms

    - Gliomagenesis
    - miR

5. Repetitive words or phrases

6. studies/examples

    - illustrate/demonstrate
    - challenges/difficulties
    - successful solutions

7. Adverbs

    - very, really, quite, basically, generally, etc.

Long words and phrases that could be short…

Wordy version	Crisp version
■ A majority of	most
■ A number of	many
■ Are of the same opinion	agree
■ Less frequently occurring	rare
■ All three of the	the three
■ Give rise to	cause
■ Due to the fact that	because
■ Have an effect on	affect

Changing long phrases to single words

Long phrases	One word
In the event that	If
At this point in time	Now
With regard to	Regarding
In the first place	First
Is of the opinion that	Thinks
Make revisions	Revise
Take into consideration	Consider
With the exception of	Except
Make an adjustment of	Adjust

A few other small tricks

- Eliminate negatives
- **Eliminate superfluous uses of "there are/there is"**
- Omit needless prepositions: that of at?

Unit 2 Language

2.1 Grammar

2.2 Vocabulary

for a foreigner, collections of expressions organized in terms of tasks -- phrase banks is helpful.

Using abbreviations

Abbreviation	Short for	Use/Meaning
e.g.	For example	for example, for instance
et al.	et alii	and others
Etc.	etcetera	and other things
fig., figs.	figure(s)	Used when referring to figures in a text of work.
i.e.	id est, that is	which is to say, in other words, that is
l., ll.	line(s)	Used when referring to lines in a text.
NB/n.b.	nota bene	take special note of; note
n.d.	no date (of publication)	Used in referencing when a date is unknown - quite common with website addresses.
p., pp.	page(s)	Used for indicating page numbers when referencing.
sec.	section	Used when referring to sections of a text.

2.3 Register and style

Words like **definitely** and **best/greatest** ... of all time shows less objectivity

Words like **fooled** must be avoided in academic writing.

2.4 Active and passive voice

It is OK to use the passive voice, passive voice does better job in certain pccasions.

Do not use it out of habit, Just use it **sparingly and purposefully**

Passive voice may be appropriate in the **methods** section

- what was done and the recipient are more important than who did it

- to avoid starting with "we"

2.6 Write with verbs

- use strong verbs
- avoid turning verbs into nouns
- don't bury the main verb

2.7 Punctuations

Comma

Wrong: sb. do sth., and do sth..
Right: sb. do sth. and do sth..
Right: sb. do sth, and he/she do sth..

Don't enclose a coordinating conjunction (and, but, or) with commas.
WRONG:balabala, or, balabala

Semicolon

- Between two related sentences
- Before connectors
- In lists

colon

- Do not use a colon after *are, include,* and *such as*
- Introducing a list
- Explaining (or illustrating) the previous statement
- Introducing an emphatic assertion
- Preceding a (long) quotation
- Between the title and the subtitle

dash

used instead of commas to set off a parenthetical element in a sentence

Compared to vs. compared with

Compare to = to point out *similarities* between different things

Compare with** (used more often in science)= to point out *differences* between similar things

Unit 3 Writing in academic genre

3.1 Overview of the writing process

Steps in the writing process:

\1. Prewriting

\2. Writing the first draft

\3. Revision

7:1:2

3.2 The Pre-writing Stage

3 Move

Move 1. Establishing a research territory

Move 2. Establishing a niche

Move 3. Occupying the niche

3.4 Revision

Editing –– improve quality

Proofreading

3.6 Checklist for the final draft

- Check for consistency
    - Numerical consistency
- Check your references

Unit 4 Writing for administrative purposes