**CS 590 Week 5**

**Tuesday : Writing Center presentation**

**Thursday : Writing Style Suggestions**

**Before you start writing**

Make sure every paragraph has a purpose (create paragraph titles for yourself).

When you look at the sequence of paragraph titles, does the flow

make sense to you?? If it does, then start writing the paragraphs.

**Common Errors**

1) Use "we" to refer to the authors.

e.g. "We developed...,” "Our system”, etc.

2) Use "she" or a gender-free noun to refer to the user of your system.

e.g. "the user should ..." "she should" “the student should” etc.

3) Avoid using pronoun references unless it is to a clear referent in the same sentence.

"It had problems" - BAD

"The above system had problems" - GOOD

4) Use subordinate conjunction words to make the flow clear.

The reader should not have to guess the connection between sentences.

However, (better than using But)

Therefore,

Thus,

Although...

Also, ....

5) Be careful with punctuating "however" and "therefore" within a sentence

"The system was tested 20 times on the same data set; however,

the results indicated......"

"The system was tested 20 times on the same data set; therefore,

the results indicated......"

6) Be careful punctuating "and" and "or" within a sentence.

"Our system was tested 20 times on the same data set, and

their system was tested on a different set." (two subjects)

but

"The system was tested 20 times on the same data set and

was tested 4 times on a different set." (single subject)

7) Do not use "it's", "don't", "can't", etc.

Use "it is", "do not", "cannot", etc.

Note that “its” is a possessive form e.g. “Its parts are…”.

8) Note: "effect" is a noun; "affect" is a verb

e.g. The effect of adding another line ......

Adding another line affected my program ........

9) Be careful with the tense:

Describing others work:

What the authors **did** => past tense

What their system **does** => present tense

Describing your work:

What you **decided/proposed/designed** => past tense

What your system **does** => present tense

**After you have finished writing**

1) Read out loud. Does it still sound clear to you?

Read out loud quickly.

If it was difficult to read your own writing,

either the sentence was too long, or phrases were in wrong places.

2) When in doubt, refer to the textbook to check grammar/punctuation rules.

**Writing in Steps**

Write a rough draft.

Next day re-read, edit the draft.

Next day re-read, edit it further.

Take many days to polish it.

**Get it Proof-Read or Edited**

Also, always get it proof-read by the Writing Center or a professional.

Do not give a copy to the reader.

Sit next to the reader and edit the paper together.

Nobody can guess what you are trying to say. You have to be there to explain.

**In-Class Exercises --**

Here is a series of sentences. Fix them according to the rules I listed above.

Some sentences have two errors.

1. It’s parts are difficult to understand.
2. It’s difficult to understand the paper.
3. The user has to enter his name.
4. The authors did not state the results of their experiment. I cannot conclude anything.
5. The system was built in 1995 however it is still working today.
6. The system was designed in 1995 therefore it is outdated.
7. Their system took hours to compile, and run.
8. Their system takes hours to compile but it runs fast.
9. I have developed a system that translates from Japanese to English.

We will interactively go over the answers after you are done.