Academic Writing Workshop

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UNIVERSITY OF COPENHAGEN

Outline

1) Writing is a process

2) Structure

    1) Abstract
    2) Introduction
    3) State-of-the art/literature review

3) Cohesion (flow)

4) Style

5) Vocabulary

6) The most common errors

What do you find most challenging about writing in (academic) English?

Writing is a process

➢ Process writing
 ➢ is learning how to write by writing;
 ➢ emphasises thinking through writing.

"How do I know
what I think
until I see
what I say?"

E. M. Forster
(1879-1970)

- Writing
  - helps us **realise** what it is we want to say;
  - is not just about finding the **right words**;
  - is about finding the **right thoughts**.

- A good principle is to begin the writing process **early**: if it's possible to start writing, then writing should start.

- Write **freely**. Focus on content and organisation before language.

- But make sure you have time to **edit** and **proofread**.

Abstract

➢ Abstracts usually contain all or some of the following five moves (or communicative stages):

Move #	Typical labels	Implied questions
Move 1	Background/introduction/situation	What do we know about the topic? Why is the topic important?
Move 2	Present research/purpose	What is this study about?
Move 3	Methods/materials/subjects/procedures	How was it done?
Move 4	Results/findings	What was discovered?
Move 5	Discussion/conclusion/implications/recommendations	What do the findings mean?

(Swales & Feak, 2009)

Gender, family life course and attitudes towards divorce in Sweden

Purpose

Results

Method

The present study investigates the impact of union formation, parenthood and union dissolution on Swedes' attitudes toward divorce. The results, based on fixed-effects models of longitudinal data from the Young Adult Panel Study (YAPS), suggest a prevalent, albeit small, influence of family life-course events on attitudes toward divorce in Sweden. Attitudes toward divorce are studied using two survey statements: 'It is too easy to get divorced in today's Sweden' (item A) and 'Parents should stay together for the sake of their children' (item B). For both items, union dissolution from parental relationships is associated with a decrease in intolerance toward divorce, but only for women. For men, but not for women, parental union formation increases intolerance toward divorce as measured by item B. The results are discussed in relation to the literature on gendered family life-course experiences.

Discussion

Keywords
Divorce, life course, family attitudes, fixed effects, gender, Sweden

(Andersson, L., 2016)

Introduction

Introduction

➢ **Moves** in introductions:

Move 1: Establishing a research territory

    a)   by showing that the general research area is important, central, interesting, problematic, or relevant in some way

    b)   by introducing and reviewing items of previous research in the area

Move 2: Establishing a niche

    by indicating a gap in the previous research or by extending previous knowledge in some way

Move 3: Occupying the niche

    a)   by outlining purposes or stating the nature of the present research

    b)   by listing research questions or hypotheses (PISF*)

    c)   by announcing principal findings (PISF*)

    d)   by stating the value of the present research (PISF*)

    e)   by indicating the structure of the RP (PISF*)

*PISF = probable in some fields

(Swales & Feak, 2012, p. 331)

family life course and attitudes towards divorce in Sweden

Move 1: Showing importance of research area + placing it in a research context.

Move 2: Indicating gap in research.

Ov... ...e of divorce and non-traditional family forms (Andersson and Philipov, 2002) hav... ...s relate to these demographic outcomes. Across both countries (Surkyn and Lestha... ...uss, 1993), macro-level data show that the ... family behavior such... ...ssolution is associated with a general tolerance... to level, individuals whose behavior concurs with traditional ideals, such as those who are ma... permissive attitudes toward non-traditional family behavior than do divorcees or cohabitant... causing researchers to hypothesize that family-related attitudes may impact on demographic behav... Recent longitudinal approaches, however, suggest a dynamic process in which family events also affect attitudes (Moors, 2002). Following life-course transitions, such as separation, attitudes may change, affecting subsequent choices and transitions, such as remarriage. Hence, exploring whether family events impact on attitudes is an integral part of understanding family behavior (Liefbroer and Billari, 2010). Furthermore, knowledge of whether and how attitudes toward family issues are affected by family behavior is important, since it may mirror individuals' subjective experiences of family events. However, empirical studies on how family experiences impact on attitudes toward family behavior are scarce.

The present study contributes to this area of research by investigating the impact of different family life course events on attitudes toward divorce. Even though a small number of previous longitudinal studies have examined the influence of family experience on family attitudes in general (Thornton et al., 1992; Waite et al., 1986) and attitudes toward divorce in particular (Amato and Booth, 1991; Cunningham and Thornton 2006; Thornton, 1985), this research is subject to two notable limitations. First, it does not recognize the substantial body of literature claiming that union formation and dissolution may be experienced differently by men and women. Previous studies (e.g., Kapinus, 2003) have described cross-sectional differences in men's and women's attitudes toward divorce, but there is a lack of longitudinal research on how family events impact attitude formation among men and women across the life course. In this connection, we will be testing whether Swedish men's and women's attitudes toward divorce respond differently to the same family events, here represented by cohabitation, marriage, parenthood and union dissolution. We argue that a gendered impact on attitude change may reflect gender differences in the perceived utility of these events. A focus on the Scandinavian context, which is characterized by a relatively high convergence of men's and women's familial roles, constitutes an advantage here, providing the opportunity for a strongest case scenario exploration of gender divergence. Second, previous studies have not adequately accounted for selection into family transitions, which is likely to produce biased estimates. The present study improves on the previous literature by estimating fixed-effects models on the basis of longitudinal data. This strategy removes all time-invariant unobserved heterogeneity, thus producing more realistic measures, improving the opportunities for causal interpretations and providing a robust test of previous findings.

Using the Swedish Young Adult Panel Study (YAPS), we analyze 1148 m... ...n 1968 and 1980 and followed over the course of a ten-year period spanning th... ...e of life that is central to family formation and the development of family-related ... ...ng two questionnaire items. Item A reads, 'It is too easy to get divorced in today's Sweden, wh... ...rents should stay together for the sake of their children.'

Move 3: Outlining purpose of research.

(Andersson, L., 2016, pp. 51-52)

Discussion

➢ The Discussion (What does it mean?) goes beyond the results and deals with the claims made earlier. It contains all or some of the following moves:

Move 1: Background information
   research purposes, theory, methodology

Move 2: Summarizing and reporting key results

Move 3: Commenting on the key results
   making claims, explaining the results, comparing the new work with previous studies, offering alternative explanations

Move 4: Stating the limitations of the study

Move 5: Making recommendations for future implementation and/or future research

(Swales & Feak, 2012, p. 368)

Gender, family life course and attitudes towards divorce in Sweden

Move 2: Summarising and reporting key results.

Move 3: Commenting on the key results.

Move 4: Limitations

… along the dimensions of family experiences, the two dependent varia… a … pattern emerges which emphasizes the centrality of parenthood over … In … experiencing a non-parental union or separating from a non-parental union … alter atti… …vorce. This is true for both dependent variables and for men and women alike. However, … a parent within either a cohabiting or a marital union results in increased intolerance toward divorce when children are present for men. Separating from a marital or cohabiting parental union produces a decrease in intolerance toward divorce as measured by both items for women only. Overall, parenthood seems to be the factor that consolidates unions, making them important enough to alter attitudes in relation to separation. This does not in itself imply that marriages are qualitatively equivalent to cohabitation. It only suggests that, in the data at hand, the binary opposites of parenthood versus non-parenthood are more relevant than those of marriage versus cohabitation in understanding family-related attitude change.

Second, we can confirm that the two dependent variables do tap into different aspects of attitudes. Item A is impacted most consistently by separation. One possibility is that change merely represents an adjusted perception of the actual separation procedure, and so divorce is the one experience relevant for re-evaluation. However, it is equally possible to interpret this change as being a normative change based on an altered perception of the utility of relationships following first-hand experience of both union and union dissolution. Item B taps attitudes toward separation when children are present, and in relation to this item, becoming a parent has a statistically significant main effect on attitudinal change for men and women. The estimated impact of parenthood appears to be sensitive to the use of different models, varying over gender and the dependent variables (Table 5), reflecting some complexity that the present paper has been unable to capture. Despite the fact that item A refers to divorce and item B to separation, responses to both items are affected similarly by non-marital separation, supporting the notion that the attitudes measured relate to norms which transcend standard union typologies.

Finally, the general proposition stated earlier in the present paper, that the impact of family experiences on attitudinal change may differ between men and women, has been partially confirmed. For men, but not for women, parenthood in marital and cohabiting unions increases intolerance towards divorce (Model 5). Although interesting, these gender differences are mostly statistically insignificant, sensitive to specification, and vary across the two dependent variables employed. In contrast, the finding that union dissolution matters for women, but not for men, stands out as the only consistent and robust result produced by the present study. Why would we find these gender differen… … greater utility than women from being in a relationship as opposed to being single, as has been sug… 1982), then union dissolution would on average be perceived more negatively by men than by women. … are indeed, on average, disadvantaged within unions, then attitudes toward divorce will be altered towards greater tolerance following the assessment of both a union and the post-separation experience. …

Some limitations should be noted in relation to both the model design and to causal interpretations of the FE models. We have argued that the FE approach provides more robust estimates. However, a change in statistical significance (by comparison with OLS estimates) may be partially due to sample reduction, rather than solely to the control of unobserved heterogeneity. Also, the model is not superior to OLS as regards time-variant unobservable bias.

(Andersson, L., 2016, pp. 61-63)

Paragraphing

➢ A paragraph should discuss a single topic or issue (=unity).

➢ The outline or argument is typically captured in the first sentence (= the topic sentence) of each paragraph.

➢ The rest of the paragraph contains supporting information.

If we synthesize the findings along the dimensions of family experiences, the two dependent variables and gender, we can begin by concluding that a pattern emerges which emphasizes the centrality of parenthood over union type. Except for female non-parental marriage, experiencing a non-parental union or separating from a non-parental union of either type does not alter attitudes to divorce. This is true for both dependent variables and for men and women alike. However, becoming a parent within either a cohabiting or a marital union results in increased intolerance toward divorce when children are present for men. Separating from a marital or cohabiting parental union produces a decrease in intolerance toward divorce as measured by both items for women only. Overall, parenthood seems to be the factor that consolidates unions, making them important enough to alter attitudes in relation to separation. This does not in itself imply that marriages are qualitatively equivalent to cohabitation. It only suggests that, in the data at hand, the binary opposites of parenthood versus non-parenthood are more relevant than those of marriage versus cohabitation in understanding family-related attitude change.

Second, we can confirm that the two dependent variables do tap into different aspects of attitudes. Item A is impacted most consistently by separation. One possibility is that change merely represents an adjusted perception of the actual separation procedure, and so divorce is the one experience relevant for re-evaluation. However, it is equally possible to interpret this change as being a normative change based on an altered perception of the utility of relationships following first-hand experience of both union and union dissolution. Item B taps attitudes toward separation when children are present, and in relation to this item, becoming a parent has a statistically significant main effect on attitudinal change for men and women. The estimated impact of parenthood appears to be sensitive to the use of different models, varying over gender and the dependent variables (Table 5), reflecting some complexity that the present paper has been unable to capture. Despite the fact that item A refers to divorce and item B to separation, responses to both items are affected similarly by non-marital separation, supporting the notion that the attitudes measured relate to norms which transcend standard union typologies.

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Some limitations should be noted in relation to both the model design and to causal interpretations of the FE models. We have argued that the FE approach provides more robust estimates. However, a change in statistical significance (by comparison with OLS estimates) may be partially due to sample reduction, rather than solely to the control of unobserved heterogeneity. Also, the model is not superior to OLS as regards time-variant unobservable bias.

(Andersson, L., 2016, pp. 61-63)

Positioning

➢ How you control your claims and **position** yourself in relation to other research and scholars.

➢ You can do this by means of **hedging** and **boosting.**

➢ **Hedges** display uncertainty, deference, modesty, or respect for other scholars' views. They make statements less dogmatic.

➢ **Boosters** show confidence in your own and other scholars' claims and results.

➢ There are many grammatical resources that allow writers to hedge, boost, and generally evaluate ideas, such as **verb tenses**, **modal verbs**, **adverbs**, and **conditionals**.

(Caplan, N. A., 2012, p. 111)

➢ Examples of **hedging**:

- Overall, parenthood **seems** to be the factor that consolidates⋯
- The estimated impact of parenthood **appears** to be⋯
- It only **suggests** that, ⋯, the binary opposites of⋯
- ⋯the impact of family experiences on attitudinal change **may** differ⋯
- ⋯men's attitudes towards divorce **might** become less tolerant⋯
- It is **likely** that women's greater propensity to⋯
- ⋯this **could** bias the gendered effects⋯
- ⋯sociologists and economists **tend** to use different measures of inequality.
- ⋯among those who are **generally** well informed about new research results⋯
- One **possible** explanation for ⋯ **could** be that⋯

(Andersson, L., 2016, pp. 62-63; Pedersen & Bakken, 2016, pp. 141-145)

➢ Examples of **boosting**:

- ⋯experiencing a non-parental union or ⋯ **does not alter** attitudes to⋯
- ⋯becoming a parent within either⋯or⋯**results** in increased intolerance⋯
- Separating from a marital or cohabiting⋯union **produces** a decrease in⋯
- The finding that⋯ **stands out as the only consistent and robust result**⋯
- Substance use among adolescents in Oslo **follow distinct**⋯patterns.
- Adolescents in affluent Oslo West **clearly had the highest levels of**⋯
- Snus use was **clearly most prevalent** in the more affluent districts.
- Education **did have a pronounced direct positive effect** on trust⋯

(Andersson, L., 2016, pp. 62-63; Pedersen & Bakken, 2016, pp. 141-145; Frederiksen et al., 2016, p. 305)

State-of-the-art review

1) Considers mainly the most current research in your chosen area of study.

2) Synthesizes the information in that literature into a summary.

3) Critically analyzes the information gathered by:
    - identifying gaps in current knowledge;
    - showing limitations of theories and points of view;
    - formulating areas for further research and reviewing areas of controversy.

4) Presents the literature in an organized way.

https://www.rlf.org.uk/resources/what-is-a-literature-review/

Why write a state-of-the-art/literature review?

1) To better understand the topic or area of research.

2) To consider gaps and unanswered questions in previous research.

3) To offer a strong foundation for interpreting your findings in the field.

4) To explain the value of your original work in the context of already published material.

5) To enter the scholarly conversation on an important topic.

Organization

➢ A state-of-the art/literature review can be organized in different ways:

1. Distant to close

Most distantly related to your work → Most closely related to your work

2. Chronological

Earliest related work → Most recent related work

3. Comparison and **contrast** of different approaches or particular features or characteristics of relevant theories and research

One approach → An alternative approach → Another approach

(Ridley, D., 2012, p. 101)

The effects of trained peer review on EFL students' revision types and writing quality

Stanley (1992) provided lengthy training in peer evaluation to students in an ESL freshman composition class. Her training focused on familiarizing students with the genre of their classmates' writing and introducing techniques of effective communication. Employing a conversational analysis approach to categorizing the evaluators' responses, Stanley found that the coached groups made substantially more responses and more types of responses than the uncoached groups. A subsequent analysis of the drafts also revealed more revisions in response to peer evaluation in the coached groups than in the uncoached groups.

Zhu (1995) employed a small group conference approach to training L1 peer responders in university freshman composition classes. Both the experimental and control groups watched a demonstration video to learn some fundamental concepts about peer response. The experimental group, in addition, met with the instructors in groups of three, three times during the semester. Each teacher–student conference consisted of two phases: a read aloud by a volunteer student of his/her essay with peers reading along, followed by a discussion of the essay and suggestions for revision. During the discussion session, the instructors not only encouraged responders to critically mull over the merits and shortcomings of the essay and to provide specific suggestions but also demonstrated tactics writers could employ to illicit feedback and seek clarifications from their responders. Zhu (1995) reported that such peer response training had a significant effect on both the quantity and quality of feedback.

Min (2005) conducted a classroom study to train 18 responders in a sophomore EFL writing class. She identified four characteristics of comments reported to facilitate students' revisions in previous research—clarifying writers' intentions, identifying problems, explaining the nature of problems, and making specific suggestions, and used them as guidelines during in-class training. She also employed Zhu's (1995) conference method to meet with each responder twice to provide individual assistance. Subsequent text analyses of the written comments generated by responders post peer review training revealed that...

Taken together, NSE and ESL/EFL students coached to be successful peer reviewers were found to generate substantially more feedback in a more tactful and active negotiation than did the control group (Stanley, 1992; Zhu, 1995), and to focus more on commenting on global features in more detail (Min, 2005; Zhu, 1995). Yet, little knowledge is shed on how a higher level of engagement in and commitment to peer interaction on the reviewers' part post peer response training influences students' revision quality (Stanley, 1992; Zhu, 1995). Stanley (1992) touched upon this issue merely in a one-line summary "The drafts of the coached groups evidenced more responses to peer evaluation than did the uncoached groups' drafts (p. 229)." One did not know, however, if the quality of those drafts responding to more peer comments in the coached group was better than those responding to fewer peer comments in the uncoached one. To date, very few researchers have conducted a follow-up study to investigate the impact of responders' training on shaping students' revisions and the quality of their revisions (Berg, 1999; Paulus, 1999).

In an attempt to address the previous issue, Berg (1999) conducted a quasi-experimental study to investigate how trained peer response shapes ESL college/graduate students' revisions and revision quality. The experimental group received various kinds of peer response training activities ranging from 5 to 45 min each. The control group, on the other hand, received no instruction in how to conduct peer response. A comparison of the first and revised drafts written by both groups revealed that the trained response group made significantly more meaning changes than the untrained group, and the quality of revisions made by the trained response group was significantly better than that of the untrained group, regardless of students' L2 language proficiency. Drawing on these two findings, Berg (1999) concluded that trained peer response did exert positive impact on ESL students' revision types and quality.

Although not exactly a follow-up study investigating the impact of peer review training on revision types and quality, Paulus's (1999) classroom research examined the effect of peer and teacher review on 11 international students' revisions in a pre-freshman composition class at a university. Using think-aloud protocols to identify sources of revision, Paulus found that...

(Min, Hui-Tzu, 2006, pp. 119-121)

Remember to cite your sources!

1) Quote

2) Summarize

3) Paraphrase

Combined attributions
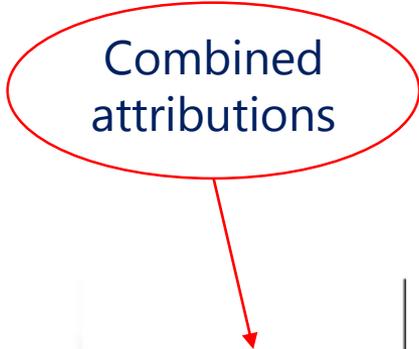
TABLE 7.3   Citation types in different disciplines

Discipline	Quote (%)	Block quote (%)	Summary (%)	Generalisation (%)
Biology	0	0	72	38
Electronic engineering	0	0	66	34
Physics	0	0	68	32
Mechanical engineering	0	0	67	33
Marketing	3	2	68	27
Applied linguistics	8	2	67	23
Sociology	8	5	69	18
Philosophy	2	1	89	8

Source: Hyland, 2004: 26. Reprinted with permission from Ken Hyland, *Disciplinary Discourses: Soci Interactions in Academic Writing*, The University of Michigan Press © 2004.

(Ridley, D., 2012, p.131)

Citations

➢ Integral citations (focus on author) are grammatically part of a sentence:

Durkheim suggested that marriage affords – for men but less so for women – protection from anomie, that is, it sets a healthy external limit on passionate impulses, lest one 'aspires to everything and is satisfied with nothing' **(Durkheim, 1897/1951: 271).**

➢ Non-integral citations (focus on research) appear either in parentheses at the end of a sentence or as a number representation:

Even though a small number of previous longitudinal studies have examined the influence of family experience on family attitudes in general **(Thornton et al., 1992; Waite et al., 1986)** and attitudes toward divorce in particular **(Amato and Booth, 1991; Cunningham and Thornton 2006; Thornton, 1985)**, this research is subject to two notable limitations.

(Andersson, 2016)

TABLE 7.2   Integral and non-integral references in different disciplines

Discipline	Non-integral (%)	Integral (%)
Biology	90.2	9.8
Electronic engineering	84.3	15.7
Physics	83.1	16.9
Mechanical engineering	71.3	28.7
Marketing	70.3	29.7
Applied linguistics	65.6	34.4
Sociology	64.6	35.4
Philosophy	35.4	64.6

Source: Hyland, 2004: 24. Reprinted with permission from Ken Hyland, *Disciplinary Discourses: Social Interactions in Academic Writing*. The University of Michigan Press © 2004.

(Ridley, D., 2012, p. 128)

How to report

1) The cited author's viewpoint?

2) Your view on the cited author's opinion?

Reporting verbs:

https://www.adelaide.edu.au/writingcentre/docs/learningGuide_verbsForReporting.pdf

TABLE 7.4   The most frequently used reporting verbs in different disciplines

Discipline	Most frequent forms of reporting verb
Philosophy	say, suggest, argue, claim, point out, propose, think
Sociology	argue, suggest, describe, note, analyse, discuss
Applied linguistics	suggest, argue, show, explain, find, point out
Marketing	suggest, argue, demonstrate, propose, show
Biology	describe, find, report, show, suggest, observe
Electronic engineering	propose, use, describe, show, publish
Mechanical engineering	describe, show, report, discuss
Physics	develop, report, study

Source: Hyland, 2004: 27. Reprinted with permission from Ken Hyland, *Disciplinary Discourses: Social Interactions in Academic Writing*, The University of Michigan Press © 2004.

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(Min, Hui-Tzu, 2006, pp. 119-121)

The effects of trained peer review on EFL students' revision types and writing quality

1.Introduction
2.Literature Review
3.Critique

Despite the researchers' effort to specifically address the impact of trained peer response on revision types and quality between the measurable processes and outcomes (Berg, 1999; Paulus, 1999), two thorny questions sill remain unresolved. First, ⋯. Second, ⋯.

4.Rationale for current study
5.Methodology
6.Discussion
7.Conclusion

(Min, Hui-Tzu, 2006)

Tip!

➢ Read and study papers in your own field to familiarise yourself with the required/expected/common structure and style – and pay attention to useful words and expressions.

Cohesion

➢ A well-written document flows naturally and logically.

➢ It has connections between sentences, paragraphs and sections.

➢ One way of securing flow is by following a progression from old or given information to new information.

➢ Placing relevant old information in early position establishes a content connection backward and provides a forward content link that establishes the context.

Cohesion

➢ Compare the two versions of the following text. Which seems clearer? Why?

a)   Because the naming power of words was distrusted by Locke, he repeated himself often. Seventeenth-century theories of language, especially Wilkins's scheme for a universal language involving the creation of countless symbols for countless meanings, had centered on this naming power. A new era in the study of language that focused on the ambiguous relationship between sense and reference begins with Locke's distrust.

b)   Locke often repeated himself because he distrusted the naming power of words. This naming power had been central to seventeenth-century theories of language, especially Wilkins's scheme for a universal language involving the creation of countless symbols for countless meanings. Locke's distrust begins a new era in the study of language, one that focused on the ambiguous relationship between sense and reference.

(Booth, Colomb & Williams, 2008, p. 260)

Cohesion

➤ Apply the 'first six or seven words' test:

Sentences begin with information a reader could not predict.

a) Because the naming power of words was distrusted by Locke, he repeated himself often. Seventeenth-century theories of language, especially Wilkins's scheme for a universal language involving the creation of countless symbols for countless meanings, had centered on this naming power. A new era in the study of language that focused on the ambiguous relationship between sense and reference begins with Locke's dist

Sentences begin with familiar or repeated/old information.

b) Locke often repeated himself because he power of words. This naming power had been seventeenth-century theories of language, especially Wilkins's scheme for a universal language involving the creation of countless symbols for countless meanings. Locke's distrust begins a new era in the study of language, one that focused on the ambiguous relationship between sense and reference.

(Booth, Colomb & Williams, 2008, p. 260)

Cohesion

➢ *This/these (*+ a noun) can be used to establish a good old-to-new flow of information:

The present study improves on the previous literature by estimating fixed-effects models on the basis of longitudinal data. **This strategy** removes all time-invariant unobserved heterogeneity, thus producing more realistic measures, improving the opportunities for causal interpretations and providing a robust test of previous findings.

Moors suggests that the experience of marriage causes a re-evaluation of family matters, which on the whole induces more traditional attitudes toward marriage that then affect subsequent choices. **This** creates a regenerative effect of attitudes and behavior described as the 'recursive model.'

(Andersson, 2016)

Cohesion

➢ BUT! Make sure **this** and other pronouns (**it, they, that, these, those, which**) have a clear *reference* and *agree* in number or gender with what they are pointing to. Examples:

a) Some **lawyers** claim that it is better to rely on traditional **sources** of the law. Indeed, since **they** (**Who? What?**) are known and usually used by the **courts**, it is likely that the **arguments** based on those **sources** will be acknowledged by the **courts**. Furthermore, it is easier for **them**. (**Who? What?**)

➢ And a couple of amusing examples:

b) Guilt, vengeance, and bitterness can be emotionally destructive to you and your children. You must get rid of **them**. **(Who? What?)**

c) The driver had a narrow escape as a broken board penetrated his cabin and just missed his head. **This (What?)** had to be removed before he could be released.

(Pinker, S., 2014, p. 155)

Cohesion

➤ Another way of ensuring flow is by inserting connective words and phrases:

- **Comparison**: in comparison, in contrast, similarly…
- **Time**: At first, next, later, in the end, eventually…
- **Contrast**: but, still, however, yet, nevertheless, on the other hand, on the contrary, in spite of this…
- **Addition**: what is more, moreover, furthermore, in addition, also⋯
- **Reason**: for this reason, owing to this, therefore…
- **Result**: as a result, consequently, so, therefore, thus, accordingly…
- **Order**: first, second, in the first place, firstly, to begin with, secondly, lastly, finally
- **Example**: for example, for instance, such as…
- **Explanation**: in other words, that is to say…
- **Attitude**: naturally, of course, certainly, strangely enough, oddly enough, luckily, (un)fortunately, admittedly, undoubtedly…
- **Summary**: finally, in conclusion, in short, to sum up…

Signalling words and expressions: http://www.uefap.com/writing/writfram.htm

Over the past few decades, increases in the prevalence of divorce and non-traditional family forms (Andersson and Philipov, 2002) have produced an interest in how attitude orientations relate to these demographic outcomes. Across both countries (Surkyn and Lesthaeghe, 2004) and cohorts (Paginini and Rindfuss, 1993), macro-level data show that the presence of non-traditional family behavior such as cohabitation and union dissolution is associated with a general tolerance toward such phenomena. At the micro level, individuals whose behavior concurs with traditional ideals, such as those who are married with children, exhibit less permissive attitudes toward non-traditional family behavior than do divorcees or cohabitants (Sieben and Verbakel, 2013), causing researchers to hypothesize that family-related attitudes may impact on demographic behavior to some degree. Recent longitudinal approaches, however, suggest a dynamic process in which family events also affect attitudes (Moors, 2002). Following life-course transitions, such as separation, attitudes may change, affecting subsequent choices and transitions, such as remarriage. Hence, exploring whether family events impact on attitudes is an integral part of understanding family behavior (Liefbroer and Billari, 2010). Furthermore, knowledge of whether and how attitudes toward family issues are affected by family behavior is important, since it may mirror individuals' subjective experiences of family events. However, empirical studies on how family experiences impact on attitudes toward family behavior are scarce.

The present study contributes to this area of research by investigating the impact of different family life course events on attitudes toward divorce⋯.

(Andersson, L., 2016, pp. 51-52)

Style

➢ What makes this text academic?

Over the past few decades, increases in the prevalence of divorce and non-traditional family forms have produced an interest in how attitude orientations relate to these demographic outcomes. Across both countries and cohorts, macro-level data show that the presence of non-traditional family behavior such as cohabitation and union dissolution is associated with a general tolerance toward such phenomena. At the micro level, individuals whose behavior concurs with traditional ideals, such as those who are married with children, exhibit less permissive attitudes toward non-traditional family behavior than do divorcees or cohabitants, causing researchers to hypothesize that family-related attitudes may impact on demographic behavior to some degree. Recent longitudinal approaches, however, suggest a dynamic process in which family events also affect attitudes. Following life-course transitions, such as separation, attitudes may change, affecting subsequent choices and transitions, such as remarriage. Hence, exploring whether family events impact on attitudes is an integral part of understanding family behavior.

(Andersson, 2016)

Style

1) Opt for a more **formal** alternative (Latinate) when choosing a verb or a noun.

2) Make sure your writing is **clear**, **coherent** and **concise** (= the "three **C**s").

3) Make sure it is **precise** (avoid vagueness).

4) **Keep sentences** (relatively) **short** and **simple** (max. 29 words!).

5) **Avoid passive verb constructions** or use them sparingly.

(Sword, 2012, pp. 26-27)

➢ Keep your subjects short:

The reason for Locke's frequent repetition lies in his distrust of the accuracy of the naming power of words. (6 words)

⬇

Locke frequently repeated himself because he did not trust the power of words to name things accurately. (1 word)

➢ And keep subject and verb fairly close together:

A vast amount of research on different techniques using fly ash generated from municipal solid waste incineration (MSWI) as the source of extraction and the benefits and potentials of using these techniques (27 words!) have already been conducted.

⬇

A vast amount of research has examined different techniques…

(Booth, W.C., Colomb, G.G. & Williams, J.M., 2008, p. 253)

➢ Keep subjects short and subejct and verb fairly close together (an example from the literature!):

This national snapshot of Canadian public libraries' micro-blogging organizing decisions, their management policies and practices and their insights into the benefits and challenges of this micro-blogging practice within the larger public library program in combination with the preliminary follower analysis of a random sample of followers in one large Canadian public library together lay a firm foundation for this future work. (61 words! 53-word subject!)

(Cavanagh, M. F., 2016, p. 248)

➢ And avoid unnecessarily long (pre-)modifier phrases (highlighted in red):

Because most existing studies have examined only a single stage of the supply chain, for example, productivity at the farm, or efficiency of agricultural markets, in isolation from the rest of the supply chain (34 words!), **policymakers** have been unable to assess how problems identified at a single stage of the supply chain compare and interact with problems in the rest of the supply chain.

(Pinker, S., 2014, p. 109)

Vocabulary

➢ Words, words, words! Which ones should you choose?

➢ English heavily influenced by French and Latin:

cordial reception	vs	hearty welcome
investigate	vs	look into
require	vs	need
respond	vs	answer

➢ Words of French and Latin origin are considered more formal, more 'educated' and also more precise.

The **present study investigates** the **impact** of **union formation**, **parent**hood and **union dissolution** on Swedes' **attitudes** toward **divorce**. The **results**, **based** on **fixed-effects models** of **longitudinal data** from the Young **Adult Panel Study** (YAPS), **suggest** a **prevalent**, albeit small, **influence** of **family** life-**course events** on **attitudes** toward **divorce** in Sweden. **Attitudes** toward **divorce** are **studied using** two **survey statements**: 'It is too **easy** to get **divorced** in today's Sweden' (**item** A) and '**Parents** should **stay** together for the sake of their children' (**item** B). For both **items**, **union dissolution** from **parental relation**ships is **associated** with a **decrease** in **intolerance** toward **divorce**, but only for women. For men, but not for women, **parental union formation increases intolerance** toward **divorce** as **measured** by **item** B. The **results** are **discussed** in **relation** to the **literature** on **gendered family** life-**course experiences**.

(Andersson, 2016)

➤ Avoid using weak (Germanic) multi-word verbs if there is a stronger and more precise one-word (French/Latin) synonym:

build up	→	accumulate
blow up	→	explode/detonate/enlarge
get better/worse	→	improve/deteriorate
do away with	→	abolish/eliminate/obviate
put out	→	extinguish
put up with	→	tolerate
put off	→	deter/postpone/procrastinate
put together	→	assemble/compose/synthesise
go up	→	increase/augment
go down	→	decrease/decline/diminish

Exercise! Replace the informal multi-word verbs with more formal equivalents:

a) They had **given up** all hope that she was alive.
   *They had **abandoned** all hope that she was alive.*

b) Researchers have **come up with** a number of models to describe the effect of certain cola drinks on dental enamel erosion.

   *Researchers have **created/developed/devised/proposed** a number of models…*

c) AIDS researchers have **run into** a variety of unexpected problems in their efforts to develop an effective medicine.
   *AIDS researchers have **encountered/faced** a variety of unexpected problems in their efforts…*

d) Rice and aquatic products **make up** a major part of the diet of the people in the Mekong Delta, Vietnam.
   *Rice and aquatic products **constitute** a major part of the diet of the people in…*

e) Researchers **put** this trend **down to** globalisation, privatisation, accountability, and demographic changes in the graduate student population.
*Researchers **attribute** this trend **to** globalisation, privatisation, accountability, and···.*

f) The tenant was **thrown out** after failing to pay his rent on time.
*The tenant was **evicted** after failing to pay his rent on time.*

g) Raising taxes has been shown to reduce revenue to the government and **make** the job situation **worse**.
*Raising taxes has been shown to reduce revenue to the government and **exacerbate** the job situation.*

h) Problems with the new data management software **showed up** soon after it was launched.
*Problems with the new data management software **appeared/emerged/materialised/surfaced** soon after it was launched.*

i) Exercise, work habits and daily movement patterns are also **looked at** to **find out** if something is contributing to a particular problem.
*Exercise, work habits and daily movement patterns are also **examined/analysed/considered** to **determine/establish** if something is···*

➢ **Collocations** are pairs or groups of words that are often used together and sound natural to native speakers:

*~~Give~~ important questions	vs.	√**Raise** important questions
*~~Raise~~ a debate	vs.	√**Ignite/generate/trigger/ provoke/fuel** a debate
*~~Make~~ research	vs.	√**Do** research
*~~Warm~~ debate	vs.	√**Heated** debate
*~~Deeply~~ disagree	vs.	√**Strongly** disagree
*~~Recur~~ to another strategy	vs.	√**Adopt/resort to/employ/ choose/use** another strategy
*~~Keep to~~ requirements	vs.	√**Meet** requirements

➢ **Be aware** of collocations when you are reading/listening to English

➢ **Check** collocations in dictionaries / collocations dictionaries e.g.
  ➢ *Oxford Collocations Dictionary* (CD-ROM)
  ➢ *Longman's Dictionary of Contemporary English* (CD-ROM)
  ➢ *Macmillan Collocations Dictionary* (book only)

➢ **Collocations link** http://www.just-the-word.com/

➤ **Fixed expressions:**

on the whole, with respect to, in the case of, in terms of, for the most part, with the exception of, to some extent, with regard to, a great deal of, a wide range of, as a rule, from the point of view of…

➤ Examples of some of the phraseological 'nuts and bolts' of academic writing:

The Academic Phrasebank: http://www.phrasebank.manchester.ac.uk/

The most common errors: punctuation

➢Correct punctuation is important!

Rachel Ray finds inspi[...] her family and her dog.

Rachel Ray finds i[...] family, and her dog.

Online Writing Lab: Punctuation: https://owl.english.purdue.edu/owl/section/1/6/
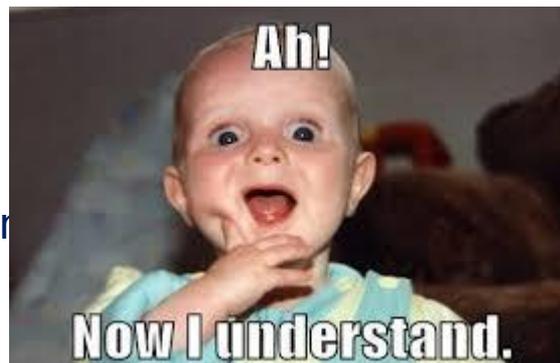
Subject-verb agreement

➢ Subjects and verbs must agree in number:

a) All the novels on the reading list **treats** feminist issues.

treats → treat

b) Each of the candidates **recite** one poem and sing one song.

recite → recites

c) One of the teachers I met during my high school years **have** published a book.

have → has

d) Five dollars **are** a lot of money.

are → is

e) The dirty dishes sitting in the kitchen sink **needs** to be washed.

needs → need

f) Taking detours **are** annoying, especially when you're late for work.

are → is

Other common errors

➢ Apostrophe:

students'	vs	student's
informants'	vs	informant's
participants'	vs	participant's

➢ Spelling:

effect	vs	affect
their	vs	there
then	vs	than
loose	vs	lose
principle	vs	principal

Editing checklist

1. Remember that writing is a process: focus more on content and structure first and then attend to language later.

2. When you are ready to edit/proofread your paper (or somebody else's), pay special attention to:

   a) Structure (overall + sections & paragraphs)
   b) Cohesion (does the text flow?)
   c) Style (formal, clear, concise and precise)
   d) Sentence length (are sentences relatively short and simple?)
   e) Vocabulary (formality and precision)
   f) Punctuation (never comma before "that"!)
   g) Subject-verb agreement
   h) Spelling (e.g. "-ise" vs "-ize")

Tools and links

Free dictionary: http://www.thefreedictionary.com/

Online dictionary: http://www.dictionary.com

Collocations: http://www.just-the-word.com/

The Academic Phrasebank: http://www.phrasebank.manchester.ac.uk/

Academic Writing in English: http://sana.aalto.fi/awe/index.html

Using English for Academic Purposes: http://www.uefap.com/

Purdue Online Writing Lab: Punctuation:
https://owl.english.purdue.edu/owl/section/1/6/

Reporting verbs:
https://www.adelaide.edu.au/writingcentre/docs/learningGuide_verbsForReporting.pdf

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