

1. ONLINE RESOURCES FOR ACADEMIC WRITING

University of Manchester

<http://www.phrasebank.manchester.ac.uk/>

University of Toronto

<http://advice.writing.utoronto.ca/>

2. A SIMPLE CHECKLIST FOR REVIEWING WRITTEN CONTENT

A. ORGANIZATION & COHESION

- Clearly formulated thesis statement?
- Topic sentences?
- Paragraph clarity?
- Transitions?
- Focus of introduction and conclusion on main point(s)?

B. DEVELOPMENT & SUPPORT

- Do main ideas receive attention and explanation?
- Is supporting material convincing/persuasive?
- Are references adequate?

C. STYLE

- Is the topic and level of formality appropriate for the target audience?
- Are sentence structures varied?
- Is the use of expressions varied?

D. GRAMMAR & MECHANICS

- Grammar issues identified?
- Punctuation and spelling issues?

3. BASIC STRUCTURING OF SCIENTIFIC WRITING

A. INTRODUCTION

- Present background information (establish knowledge and main research question)
- Review related research (limitations of previous research)
- Present new research (reference to purpose and main research procedure)

B. MATERIALS & METHODS

- Describe data collection procedure (sources, size, criteria for collection)
- Experimental procedure (identify main research apparatus, describe experimental process)
- Data analysis procedure (define terminology, give process of data classifications)

C. RESULTS

- Give consistent observations (overall observations, specific observations, account for observations made)
- Give non-consistent observations

D. DISCUSSION

- Give overall research outcomes (state the outcome, identify significance and limitations of outcome)

E. CONCLUSIONS

- State research conclusions (give implications of research, prompt further research)

4. SOME TRANSITIONS TO USE

ADDING

(additionally, also, besides, further, furthermore, in addition, in the same way, likewise, moreover, similarly)

CONTRASTING

(at any rate, even so, however, in contrast, in spite of that, instead, nevertheless, on the contrary, on the other hand, otherwise, still)

CONCLUDING

(accordingly, as a result, as a/in consequence, consequently, in conclusion, for this reason, hence, therefore, thus, to conclude)

COMPARING

(by/in comparison, equally, in the same way, likewise, similarly)

ADDING MORE DETAIL

(as an illustration, for example, for instance, indeed, in fact, in other words, in particular, specifically, that is)

SUMMARIZING

(briefly, in a word, in brief, in short, in summary, to summarize)

INDICATING SEQUENCE

(first(ly), second(ly), third(ly)..., next, finally, last(ly), then, above all, in conclusion, to illustrate, that is)

EXPRESSING OPINION

(actually, apparently, certainly, (un)fortunately, of course, undoubtedly)

INDICATING SEQUENCE IN TIME

SAME TIME

(at the same time, concurrently, simultaneously)

EARLIER TIME

(before that, earlier, first, formerly, previously)

NOW

(at this time, at present, now, nowadays, these days)

LATER TIME

(after that, afterwards, in the future, later, next, soon, subsequently, then)

5. FORMALITY LEVELS FOR ACADEMIC WRITING

(Adapted from C B Norris: 'Academic Writing in English')

Avoid:	Choose from:
a bit	a little, slightly, somewhat
a couple of	a pair of, two
a lot, lots of	several, many, multiple
anyhow	in any case, nevertheless, nonetheless
anyway	although, thus, however
besides, too	also, in addition, likewise, furthermore, moreover
enough	sufficient (insufficient, if not enough)
fix (verb)	arrange, manage, handle OR repair, recondition
give (verb)	supply, furnish, offer, provide, yield
gone, none	lacking, absent, missing
hard	difficult, demanding, time-consuming, challenging
let (verb)	allow, permit, give permission for
little (=few)	few, insufficient, lacking, rare, scarce, sparse

6. USEFUL HINTS FOR SCIENTIFIC WRITING

- Develop an effective writing routine that suits your personal preferences (time of day, lighting level, noise level, different writing locations)
- Keep your main writing space free of clutter to stay focused and avoid distractions
- Be sure NOT to lose ideas/insights as they pop to your mind when you least expect, capture your ideas when they flow (post-it notes, notepad, beer mats, whatever you have to hand)
- Avoid plagiarism by paraphrasing ideas when taking notes from published sources
- Focus mostly on cohesion, structure and flow (transitions); don't create a barrier to writing by seeking grammatical perfection in the early stages of academic writing
- Follow the golden rule: **write for the reader and not for yourself**

The above selection of materials providing guidance on academic writing has largely been compiled by Will Martin from materials gathered together by Kate Moore entitled 'Academic Writing in English'. [Last revised 15.9.2022]