Knowledge Centre for Health Ghent is here to help you!

Presentation slides on http://www.kcgg.ugent.be/en/students/blits/
Academic writing

How to write an email
10 rules on email etiquette

How to write a paper
Tips and tricks for writing your research paper

How to design a poster
Tips and tricks for creating an academic poster
English

**Added section: Literary Analysis Essay**

The literary analysis is one of the most frequently occurring assignments in Academia. In the genre section you can now find more details on the intricate qualities of this type of essay.

**Added section: Extra - downloads - software**

Looking for a decent working template to write a serious paper? Or maybe you want to find out which software can help you out with your academic writing assignments? Go to the Extra section!

**Added section: common problems & mistakes**

Will you ever get too old to learn? One of the sure to improve your own writing is to learn from your mistakes. Browse through the most common problems.
Course on academic writing

Mini course on academic writing

Follow a free mini course on academic writing

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Location</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>19/10/18 16:00-17:30</td>
<td>Campus Ufo – Room 11 H. Pierene</td>
<td>Academic Writing I</td>
</tr>
<tr>
<td>26/10/18 12:30-14:00</td>
<td>Campus Ufo – Room 11 H. Pirene</td>
<td>Academic Writing II</td>
</tr>
<tr>
<td>9/11/18 14:30-16:00</td>
<td>Campus Ufo – Room 11 H. Piereen</td>
<td>Academic Writing I</td>
</tr>
<tr>
<td>25/11/18 12:00-13:30</td>
<td>Campus Ufo – Room 11 H. Piereen</td>
<td>Academic Writing II</td>
</tr>
<tr>
<td>30/11/18 12:30-14:00</td>
<td>Campus Ufo – Room 11 H. Piereen</td>
<td>Academic Writing I</td>
</tr>
<tr>
<td>7/12/18 16:00-17:30</td>
<td>Campus Ufo – Room 11 H. Piereen</td>
<td>Academic Writing II</td>
</tr>
</tbody>
</table>
ACADEMIC WRITING

1. Aim of this mini course?
2. What is academic writing?
3. Writing preparation
4. Writing process
5. Structure
6. Style
7. Correct language
8. Layout
9. Reference

Session 2
6. ACADEMIC WRITING STYLE
Have something to say, and say it as clearly as you can. That is the only secret of style.

(Matthew Arnold)
EDITING FOR STYLE

https://www.youtube.com/watch?v=ghdeUbB1uCo&index=19&list=PLeVxAnFsaslqlc8b03kHA3tw-xfIwgO2M
# 6. ACADEMIC WRITING STYLE

<table>
<thead>
<tr>
<th></th>
<th>ACADEMIC</th>
<th>NON-ACADEMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience/reader</td>
<td>Academics</td>
<td>- The general public</td>
</tr>
<tr>
<td>Content</td>
<td>Serious thought</td>
<td>- Of general interest</td>
</tr>
<tr>
<td>Style</td>
<td>- Complex sentences showing considerable variety in construction</td>
<td>- Mostly simple sentences joined by conjunctions such as “and” or “but”</td>
</tr>
<tr>
<td></td>
<td>- Formal language is expected and colloquial expressions are not</td>
<td>- Colloquial words and expressions are acceptable (“stuff”, “sort of”, “thing”)</td>
</tr>
<tr>
<td></td>
<td>acceptable</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Clear and well-planned, logical flow</td>
<td>Less likely to be as clear and organized</td>
</tr>
<tr>
<td>Grammar</td>
<td>Likely to be error free</td>
<td>Freeer use of grammar: not always complete sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Subject-specific terms and academic language used accurately</td>
<td>- Everyday vocabulary</td>
</tr>
</tbody>
</table>

Chart adapted from Hamp-Lyons and Heasley (2006).
“If you can’t explain it simply, you don’t understand it well enough.”
(Albert Einstein)
6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
- Explicit
- Concise

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
6. ACADEMIC WRITING STYLE: FORMAL

- Complex sentence structures
- No contractions
- No colloquialisms (language common to spoken English)
- More focus on vocabulary choice
- Discipline specific vocabulary
- Impersonal
- Obeys grammar conventions
- Set of rules: strict do’s and don’ts

Source: http://awelu.srv.lu.se/grammar-and-words/register-and-style/
This is an important study to show that for those with shorter life expectancy and at lower risk, preference plays an important role in whether to receive screening or not. However, there are several limitations in this microsimulation study since the assumptions might not hold, especially for Asian population. The generalizability of the results to Asian population may be questionable. First, the risk models Dr. Caverly et al. used to predict patient-specific annual incidence of lung cancer may lose predictive accuracy in Asian population. Second, the assignment of histology of incident lung cancer cases was based on the PLCO (Prostate, Lung, Colorectal, and Ovarian Cancer Screening Trial), but the pattern of histology of incident lung cancer cases among the Americans is different from that among the Asians. Third, the cancer survival was based on SEER lung cancer data, which is again U.S. based, and is different from the lung cancer survival in Asia. Forth, the life expectancy in the U.S. is very different from the life expectancy in other countries. Fifth, patients’ preference may be affected by the potential out-of-pocket costs of treatment, which varies from country to country. Thus, given what this microsimulation showed, we know that both life expectancy, risk of lung cancer, and patients’ preference are all important, but implementation of these cutoffs in clinical practice, especially in Asian countries, should be warranted.

http://tlcr.amegroups.com/article/view/23740/18275
6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
- Explicit
- Concise

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
6. ACADEMIC WRITING STYLE: ANALYTICAL

- Important aspect of academic writing: **critical analysis**
  - asking questions
  - examining and evaluating evidence
  - result: add new perspective!

- Analytical attitude should seep through in your **language**
  - compare and contrast
  - evaluate, consider both sides
  - explain, give reasons
  - draw conclusions
  - make suggestions and recommendations
  - all supported by **evidence**!

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
6. ACADEMIC WRITING STYLE

– Formal
– Analytical
– Objective
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– Concise

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
6. ACADEMIC WRITING STYLE: OBJECTIVE

- Academic writing: based on research and not on the writer’s own opinion about a given topic

- Writing objectively = about facts, not influenced by personal feelings or biases

- When presenting an argument to the reader, try to show both sides and avoid making value judgments
6. ACADEMIC WRITING STYLE: OBJECTIVE

– Convey attitude without using for example “I think”
  → use words such as apparently, arguably, ideally, strangely and unexpectedly

– Attitude you are expressing should not be based on personal preferences but rather on the evidence that you are presenting!
6. ACADEMIC WRITING STYLE: OBJECTIVE

- Personal pronouns?
- Active or passive voice?

→ Much debate! (style guides, medical journals, writing guides…)
→ depends on information you have + distribution of information (thematic patterning)
Choose the active voice whenever possible.
Choose the passive voice if you have a good reason to do so. Consider passive voice when:

- The performer is unknown, irrelevant, or obvious.
- The performer is less important than the action.
- The recipient is the main topic.

http://www.biomedicaleditor.com/passive-voice.html
1) Performer is unknown, irrelevant, or obvious

*Up to 90% of the energy in light bulbs is wasted in the form of heat.*

*The first edition of Freud's earliest writings on dreams was published in 1899.*

*Drosophila melanogaster has been one of the most extensively studied species in genetics research.*

http://www.biomedicaleditor.com/passive-voice.html
2) Performer is less important than the action

The honey bees were kept in a humidified chamber at room temperature overnight.

The solution was heated to 90°C for approximately 30 minutes and then allowed to cool.

http://www.biomedicaleditor.com/passive-voice.html
3) Recipient is the main topic

We wish to suggest a structure for the salt of deoxyribose nucleic acid (D.N.A.). This structure has novel features which are of considerable biological interest. A structure for nucleic acid has already been proposed by Pauling and Corey.$^3$

http://www.biomedicaleditor.com/passive-voice.html
To address the problem of how to examine potential long-term effects of maternal and child undernutrition on low birthweight, stunting, and infant mortality trends in Indonesia in the face of an impending crisis, we developed a geospatial agent-based model (ABM) that simulated the effects of a maternal micronutrient supplement intervention over a period of 30 years. Although programs providing supplemental food and micronutrients to women before, during, and after pregnancy exist, the long-term effects of such programs on child health outcomes have been difficult to assess.\textsuperscript{1, 6} We linked the low birthweight model to a platform called Forecasting Population Progress (FPOP). FPOP is a dynamic microsimulation tool to analyze and compare program policies for managing chronic diseases against a backdrop of interacting individuals, causal behaviors, and disease traits.\textsuperscript{7, 8} We ran the simulation using synthetic population data from two Indonesian provinces: Yogyakarta and Bali. Although there is no direct connection to patient data, the simulation model processes synthetic populations that have features similar to Indonesian populations.
The strength of our study is that it includes a large number of pregnant women, which allowed us to analyze the association between ADS and PTB, LBW, and SGA. Moreover, the prospective cohort study design helped us to collect concise/precise and reliable data. We adjusted for the effect of both a priori potential confounders (Model 1) as well as variables with significant crude ORs (Model 2) and the results from the two models were in accordance. However, the etiology of PTB, LBW, and SGA is multifactorial and there may still be a risk of residual confounding.

https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0206650#sec005
A way of writing **objectively** and still use the **active voice** is to use your material, your text or your research as the active agent.

*As this thesis will show....*

*The research reveals that....*
6. ACADEMIC WRITING STYLE: OBJECTIVE

First person pronouns and choosing between active and passive voice

Dr. Satu Manninen
PROFESSOR IN ENGLISH LINGUISTICS
CENTRE FOR LANGUAGES & LITERATURE
LUND UNIVERSITY

https://youtu.be/sGjDPHnYDrM
Indeed, there are countless values that are shared by our Australian community and which are extremely relevant to the life-threatening issue of compulsory childhood immunisation. Of course, the protection of the health and well-being of Australian kids must be a shared response. Obviously, they are such vulnerable creatures who cannot protect themselves and it is the full responsibility of the Australian community to stop endangering their fragile lives. Mandatory childhood immunisation policy is definitely consistent with the view we share as Australians, that is, our children’s healthcare is a total priority. Clearly, if childhood immunity is not vigorously promoted across Australia, then all our children will contract ghastly vaccine-preventable diseases leading to death!! So, enforcing childhood immunisation programs TODAY is the only logical way for us to watch over the precious youth of our nation.

6. ACADEMIC WRITING STYLE: OBJECTIVE

There are a number of values that are shared by the Australian community and which are relevant to the issue of compulsory childhood immunisation. The protection of the health and well-being of Australian children should be a shared response (Australian Government, 2007). Children can be seen as potentially vulnerable individuals who do not have the capacity to protect and promote their own healthcare, and it is therefore the responsibility of the state and the Australian community at large to behave in ways that do not endanger their lives. It can be argued that a mandatory childhood immunisation policy would be consistent with the view shared by many Australians, that is, children’s healthcare needs should be considered a priority (Anton et al., 2005, p.24). If childhood immunity is not promoted across Australia, then children may become at risk of contracting a variety of vaccine-preventable diseases leading to possible death (Gray & Davies, 2004, p.201). Enforcing timely childhood immunisation programs, therefore, would be highly beneficial for protecting the youth of this nation.

6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
- Explicit
- Concise

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
6. ACADEMIC WRITING STYLE: EXPLICIT

<table>
<thead>
<tr>
<th>EXPLICIT</th>
<th>VAGUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exact wording</td>
<td>Vague/sloppy wording</td>
</tr>
<tr>
<td>One word for same concept</td>
<td>Different words for same concept</td>
</tr>
<tr>
<td>Sentences are linked in a clear and logical way (&lt; signpost words, reference words)</td>
<td>No logical connections between sentences</td>
</tr>
<tr>
<td>Explicit references to source material</td>
<td>Incomplete/insufficient referencing</td>
</tr>
</tbody>
</table>
6. EXPLICIT WRITING STYLE: EXACT WORDING

<table>
<thead>
<tr>
<th>VAGUE</th>
<th>SPECIFIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>… a lot of the population</td>
<td>75% of the population</td>
</tr>
<tr>
<td>A few years ago…</td>
<td>Three years ago… / In 2015…</td>
</tr>
<tr>
<td>The research shows that it is healthy to eat fruit, vegetables, and so on.</td>
<td>The research shows that it is healthy to eat fruit and vegetables.</td>
</tr>
<tr>
<td>The study was about diabetes.</td>
<td>The study, conducted by Dr. Steven Winters from Birmingham University, surveyed 250 juvenile diabetes patients over the period of 5 years.</td>
</tr>
</tbody>
</table>

Source: https://lnu.se/contentassets/2ca8a619a9bf490fbcfcd9d772215fec/chartacademicwriting2.pdf
Do not use too many synonyms for the same concept

- electronic (medical) dictionaries
6. EXPLICIT WRITING STYLE: JARGON

– Consider your audience!

→ myopia vs. short-sightedness

→ abbreviations!
6. EXPLICIT WRITING STYLE: SIGNPOSTING

Academic writing is explicit in several ways:

- clear presentation of ideas in the paper
- well-organized **structure** → easy for the reader to follow
- use of **signposts**: two categories
  1) major signposting
  2) linking words and phrases

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
6. EXPLICIT WRITING STYLE

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological ‘nuts and bolts’ of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people’s ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about Academic Phrasebank.

This site was created by John Morley. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click here to access a very short questionnaire. Thank you.
6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
- Explicit
- Concise

Source: https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/
Wordiness = language which can be rephrased using fewer words without changing the meaning of the original sentence.

Wordy sentences can be improved during revision stage: 4 strategies

Source: Chan, Jookan & Robberecht (2015)
6. ACADEMIC WRITING STYLE: CONCISE

Strategy 1: drop redundancies – avoid tautology

Redundant information may distract from the main information.

The basic essentials of the subject may be studied in three lectures.

Students were required to cooperate together to reach the desired learning goal.
Strategy 2: **avoid unnecessary repetitions**

If not for a rhetorical purpose, avoid unnecessary repetitions of words or phrases.

*The topic of immunization has emerged as an important research topic.*

→ *Immunization has emerged as an important research topic.*

*The 30 students we have interviewed are students with a post-graduate degree in ophthalmology.*

→ *We have interviewed 30 postgraduates in ophthalmology.*
6. ACADEMIC WRITING STYLE: CONCISE

Strategy 3: rephrase or shorten empty phrases

Do not clutter your sentences with words or expressions that needlessly distract the reader.
### Strategy 3: *rephrase or shorten empty phrases*

<table>
<thead>
<tr>
<th>Wordy phrase</th>
<th>Shorter phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owing to the fact that</td>
<td>Since/because</td>
</tr>
<tr>
<td>In reference to</td>
<td>About</td>
</tr>
<tr>
<td>At this point in time</td>
<td>Currently</td>
</tr>
<tr>
<td>Because of the fact that</td>
<td>Because</td>
</tr>
<tr>
<td>In connection with</td>
<td>About</td>
</tr>
<tr>
<td>In the event that</td>
<td>If</td>
</tr>
<tr>
<td>Subsequent to the use of</td>
<td>After using</td>
</tr>
<tr>
<td>In spite of the fact that</td>
<td>Although</td>
</tr>
</tbody>
</table>
6. ACADEMIC WRITING STYLE: CONCISE

Strategy 4: **tighten the structure of sentences**

Constructions with ‘it’ and ‘there’ can generate excess words.

*It is imperative that the test procedure is strictly followed.*
  → *The test procedure should be followed strictly.*

*There is another module that deals with oral presentations.*
  → *Another module deals with oral presentations.*
6. ACADEMIC WRITING STYLE: CONCISE

Strategy 4: **tighten the structure of sentences**

Verbs in the passive may be needlessly indirect. When an active form can express your meaning as well, prefer it.

*Afterwards, a questionnaire was given to the test participants by the teacher.*

→ *Afterwards, the test participants received a questionnaire.*

→ *Afterwards, the teacher gave the test participants a questionnaire.*
7. CORRECT LANGUAGE
7. CORRECT LANGUAGE: COMMON MISTAKES

- Grammar
- Spelling
- Punctuation
- Dunglish
7. COMMON MISTAKES: GRAMMAR

- Dangling modifiers
- Faulty parallellisms
- Unclear pronoun reference
7. COMMON MISTAKES: GRAMMAR

Dangling modifiers

Examining this concept more thoroughly, it becomes apparent that a wide range of definitions is being used.

When this concept is examined more thoroughly, it becomes more apparent that a wide range of definitions is being used.

http://www.schrijven.ugent.be/english/danglingmodifiers
1) Change the subject of the main clause to a word the modifier properly describes.

*To express themselves, graffiti decorate walls.

To express themselves, some youths decorate walls with graffiti.
2) Rewrite the dangling modifier as a complete clause with its own stated subject and verb.

*To express themselves, graffiti decorate walls.

Because some youths need to express themselves, graffiti decorate walls.
7. COMMON MISTAKES: GRAMMAR

Faulty parallellisms

*The article describes how today young people do not like reading but to play computergames and other visual media.

The article describes how today young people do not like to read but to play computergames and use other visual media.

http://www.schrijven.ugent.be/english/faultyparallelisms
7. COMMON MISTAKES: GRAMMAR

Unclear pronoun reference

Three possible problems:
1) More than one possible antecedent
2) Antecedent too far away
3) Antecedent only implied
7. COMMON MISTAKES: GRAMMAR

Unclear pronoun reference

1) More than one possible antecedent

*The second study was designed to enrol 2000 more participants than the first study. It tested three dose levels of the study drug.

The second study, which tested three dose levels of the study drug, was designed to enrol 2000 more participants than the first study.

The second study, designed to enrol 2000 more participants than the first study, tested three dose levels of the study drug.

http://www.biomedicaleditor.com/grammar-tip-ambiguous.html
7. COMMON MISTAKES: GRAMMAR

Unclear pronoun reference

2) Antecedent too far away

*Employees should consult with their supervisor who require personal time.

Employees who require personal time should consult with their supervisor.
7. COMMON MISTAKES: GRAMMAR

Unclear pronoun reference

3) Antecedent only implied

*Patients with a latent infection may need to be monitored for several months because they are at risk of developing the active form of the disease. This diminishes over time.

Patients with a latent infection may need to be monitored for several months because they are at risk of developing the active form of the disease. *This risk/ The need to monitor these patients* diminishes over time.

http://www.biomedicaleditor.com/grammar-tip-vague.html
7. COMMON MISTAKES: GRAMMAR

Unclear pronoun reference

3) Antecedent only implied

*After reading the nursing professor's recent publication on patient care, the students contacted her to obtain more information.

After reading the recent publication on patient care by their nursing professor / Johnson, the students contacted her to obtain more information.

The students contacted the nursing professor to obtain more information after reading her recent publication on patient care.

http://www.biomedicaleditor.com/grammar-tip-vague.html
7. COMMON MISTAKES: SPELLING

Always consult a dictionary!

- It’s/its
- Their/there/they’re
- To/too
- Affect/effect
- Occurred, occurrence
- Separate
- Responsible
- ...

https://www.youtube.com/watch?v=F9vFpr2oVKY&index=22&list=PLeVxA
nFsasIqIc8b03kHA3tw-xflwgO2M
7. COMMON MISTAKES: PUNCTUATION

- . (full stop)
- , (comma)
- : (colon)
- ; (semi-colon)
- “ or “” (quotations marks)
- () (brackets)
- … (ellipsis)

https://youtu.be/pbeSztinCWY
7. COMMON MISTAKES: COMMA SPLICE

- Splice = where two things are linked
- **comma splice**: when two independent clauses (groups of words that form a complete sentence) are **linked** with a comma but not with a coordinating conjunction (*and, but, for, nor, or, so, yet*).

*The incidence of varicella increased to 12,000 cases in 2000, half of those cases occurred in children.*

http://www.biomedicaleditor.com/punctuation-tip-splice.html
The incidence of varicella increased to 12,000 cases in 2000; half of those cases occurred in children.

The incidence of varicella increased to 12,000 cases in 2000. Half of those cases occurred in children.

The incidence of varicella increased to 12,000 cases in 2000, and half of those cases occurred in children.

The incidence of varicella increased to 12,000 cases in 2000, half of them occurring in children.

http://www.biomedicaleditor.com/punctuation-tip-splice.html
7. BEWARE OF ‘DUNGLISH’!

Demonstratives and possessives: less common in English than in Dutch!

In our country, this problem would have been dealt with differently.

Several council houses are showing cracks in the front walls. The problem has already been signalled to the local authorities.

Source: Chan, JooKen & Robberecht (2015)
7. BEWARE OF ‘DUNGLISH’!

– Do not overuse create, make, prove, arise, belong to, encounter, …

– Beware of ‘different!’ (not a quantifier!)

*I found different synonyms for this term.*

→ several, various, a variety of, a number of, etc.

*We have analysed different articles on the subject.*

→ several/various/a number of
7. DUNGLISH: EXISTENTIAL SENTENCES

English existential sentences contain the verb \textit{be}, or in a few cases \textit{exist}.

\textit{There exists} a rule that guarantees the anonymity of those giving information to journalists.


≠ Dutch: \textbf{any} verb may be used in an existential sentence!

\textit{Er passeren dagelijks tientallen schepen door deze sluis.}

\*\textit{There pass dozens of ships through this lock every day.}

\rightarrow \textit{Dozens of ships pass through this lock every day.}
7. DUNGLISH: EXISTENTIAL SENTENCES

**Passive** voice: usually better to **avoid** existential sentences!

*There were only five rooms finished.*
Only five rooms were finished.

*There are many terrorists trained in these camps.*
Many terrorists are trained in these camps.

Also with **copular** structures, it is usually better to **avoid** existential sentences.

*There were several people sick.*
Several people were sick.

**Negatives:** more acceptable

*There is no answer possible.*
7. DUNGLISH: EXISTENTIAL SENTENCES

In Dutch: **passive** existential sentences without a clear subject

*Er werd gewezen op het gebrek aan hospitaalbedden.*
*There was referred to the lack of hospital beds.*

English sentences **require a clear subject!**

*The speaker referred to the lack of hospital beds.*
*The lack of hospital beds was also mentioned.*
8. LAYOUT
8. LAYOUT

- Numeration
- Pagination
- Spacing
- Typography
- Figures and tables

→ General guidelines; always consult style sheet or supervisor for specific instructions!
8. LAYOUT: NUMERATION

- With Arabic numerals
- No full stop after last number
- Maximum four levels! (1.2.1.4)
  → further subdivision: with bullet points

1 Artificial intelligence
   1.1 History
   1.2 Today
   1.3 Future
8. LAYOUT: PAGINATION

- Always include page numbers!
- Count from title page
- Recto-verso: mirrored pagination
Electronic devices contain up to 60 different elements, many of which are valuable, such as precious and special metals, and some of which are hazardous. Precious metals are rare, naturally occurring metallic elements which traditionally have a higher melting point, and are more ductile.
8. LAYOUT: TYPOGRAPHY

– Be consistent! (only one font)
– Readable, neutral font
– Titles: capitalize nouns, verbs, adjectives, adverbs

– Decimal sign 28.5
– Grouping figures 45,129
8. LAYOUT: FIGURES AND TABLES

- Number all figures and tables
- Always refer in text!
- List of figures and tables (beginning of dissertation)

Figure 14 illustrates that...

The results of the research on green mice can be found in Table 2.
Figure 18: Block diagram of the primary electronics of a Flexity Outlook tram (Valke, 2013)
9. PARAPHRASING, QUOTING AND REFERENCING
CITING & REFERENCING

– Blits session Endnote: December 7, 12:00.
HELP!
ONLINE RESOURCES AT GHENT UNIVERSITY


ONLINE RESOURCES

- Academic Wordlist: https://www.victoria.ac.nz/lals/resources/academicwordlist/information
- Manchester Phrasebank: http://www.phrasebank.manchester.ac.uk/
- Schrijfhulp: https://www.ugent.be/student/nl/studeren/taaladvies/schrijfhulp.htm
- MOOC on academic writing: https://www.youtube.com.playlist?list=PLeVxAnFsaslqIc8b03kHA3tw-xfIwgO2M
ONLINE RESOURCES

Online dictionaries:

- Longman: https://www.ldoceonline.com/
- Oxford: https://www.oxfordlearnersdictionaries.com/
- Cambridge: https://dictionary.cambridge.org/
- Merriam-Webster: https://www.merriam-webster.com/
- Van Dale: http://vandale.ugent.be/ (UGent only)
SOURCES

- https://lnu.se/contentassets/2ca8a619a9bf490fbcfde9d772215feci/chartacademicwriting2.pdf
Liesbet Triest
language policy academic Dutch and English

DEPARTMENT OF EDUCATIONAL POLICY

E liesbet.triest@ugent.be
T +32 9 331 01 12
M

www.ugent.be