



**GHENT
UNIVERSITY**

ACADEMIC WRITING


Blits Session 1 | Writing preparation and structure | November 7, 2018



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Aanmelden

SCHRIJVEN



home > schrijfvaardigheid > english

About
Text
Grammar
Vocabulary
Style
Genre
Standards
Extra



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

Well, you're never too old to learn, are you? One of the ways to improve your own writing is to learn from your mistakes: browse through the most common problems

[Home](#) > [Study facilities](#) > [Academic writing](#) > [Course on academic writing](#)

Course on academic writing

Mini course on academic writing

Follow a free mini course on academic writing

Date and time	Location	Class
19/10/18 16.00-17.30	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing I
26/10/18 12.30-14.00	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing II
9/11/18 14.30-16.00	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing I
23/11/18 12.00-13.30	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing II
30/11/18 12.30-14.00	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing I
7/12/18 16.00-17.30	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing II

ACADEMIC WRITING

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



Session 1

1. AIM OF THESE SESSIONS

1. AIM OF THESE SESSIONS

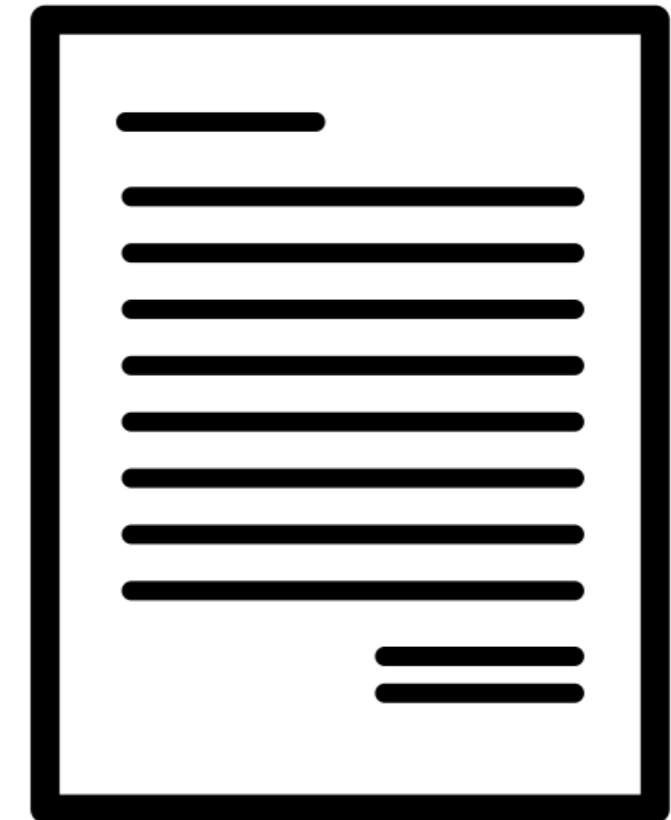
Idea



Created by gilbert bages
from Noun Project

Text:

- Clearly structured
- Well-written, academic writing style



Created by Evan Udelsman
from Noun Project

2. WHAT IS ACADEMIC WRITING?

2. WHAT IS ACADEMIC WRITING?

- Many different kinds of academic writing in English
 - < different disciplines
 - < different audiences
 - < different aims of texts

BUT: difference between formal, academic writing and informal writing is clear!

2. WHAT IS ACADEMIC WRITING?

“Linguists were and remain convinced by Noam Chomsky of the Massachusetts Institute of Technology, who discovered that however disparate human languages seem, all share a common, basic structure, seemingly hardwired into the brain.”

Source: Hamp-Lyons & Heasley (2006)

2. WHAT IS ACADEMIC WRITING?

	ACADEMIC	NON-ACADEMIC
Audience/reader	Academics	<ul style="list-style-type: none">- The general public- Friends and family
Content	Serious thought	<ul style="list-style-type: none">- Of general interest- personal
Style	<ul style="list-style-type: none">- Complex sentences showing considerable variety in construction- Formal language is expected and colloquial expressions are not acceptable	<ul style="list-style-type: none">- Mostly simple sentences joined by conjunctions such as “and” or “but”- Colloquial words and expressions are acceptable (“stuff”, “sort of”, “thing”)
Structure	Clear and well-planned, logical flow	Less likely to be as clear and organized
Grammar	Likely to be error free	Freeer use of grammar: not always complete sentences
Vocabulary	Subject-specific terms and academic language used accurately	<ul style="list-style-type: none">- Everyday vocabulary- Use of short forms, idioms and slang to some extent

2. WHAT IS ACADEMIC WRITING?

<https://www.youtube.com/watch?v=1pE-ohVy9e0#action=share>

3. WRITING PREPARATION

**I BELIEVE THAT
READING WIDELY IS THE
BEST PREPARATION
FOR WRITING**

KATHRYN LASKY

PICTUREQUOTES.com

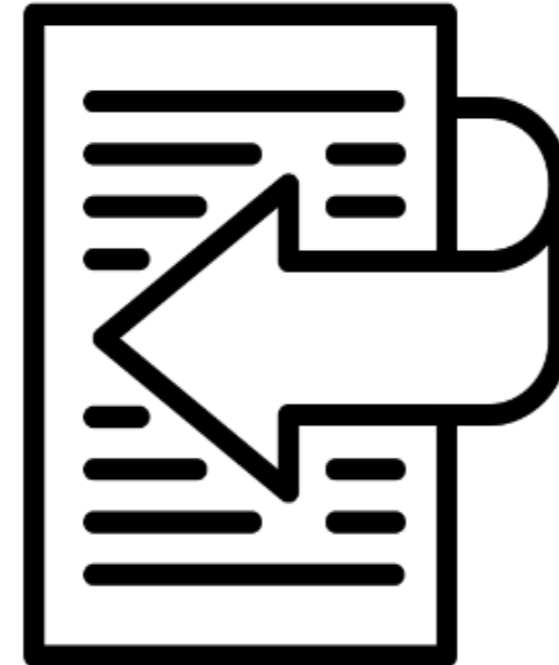
WRITING STRATEGIES

writer-architect



Created by Becris
from Noun Project

writer-revisor



Created by Rena
from Noun Project

If you're not an experienced writer, opt for the writing strategy of the writer-architect!

TIPS FOR GETTING STARTED

Here are some suggestions about writing you may want to consider:

- Be **prepared** for writing - you may want to 'grow' your writing from a plan, which may be in outline, visual or diagrammatic form, or you may want to start with an idea for a sentence or paragraph.
- Plan to write **regularly** - getting into the habit of writing can help you find ways of managing it.
- **Set aside blocks of time** which match your concentration span and try to gradually build on your ability to focus.
- Make a **realistic time plan** for your pieces of writing and stick to it. Acknowledge that there are many stages to producing a written assignment including reading, writing and editing/revising for final submission.

- **Write up a section or paragraph as it becomes ready** - but remember that you do not have to write everything in order.
- When you are writing, **stop at a point when you could carry on** writing. Make a quick note about the next point you will make. This can make it easier to settle back down to writing next time.
- Find out **where and when** you find writing easiest and try to maximise these benefits.
- Take breaks, a breath of fresh air, a chat with friends, but make sure you set times and keep to these for when you plan to re-start writing.

WHAT DO I WANT TO SAY?

- 1) Acquaint yourself with the field
- 2) Draw up a rough plan
- 3) Focus your research

1. ACQUAINT YOURSELF WITH THE FIELD

Look for sources:

- <http://www.kcgg.ugent.be/en/searching/>
- <http://www.kcgg.ugent.be/en/students/blits/>
- Databases: Pubmed, Embase, Web of Science...

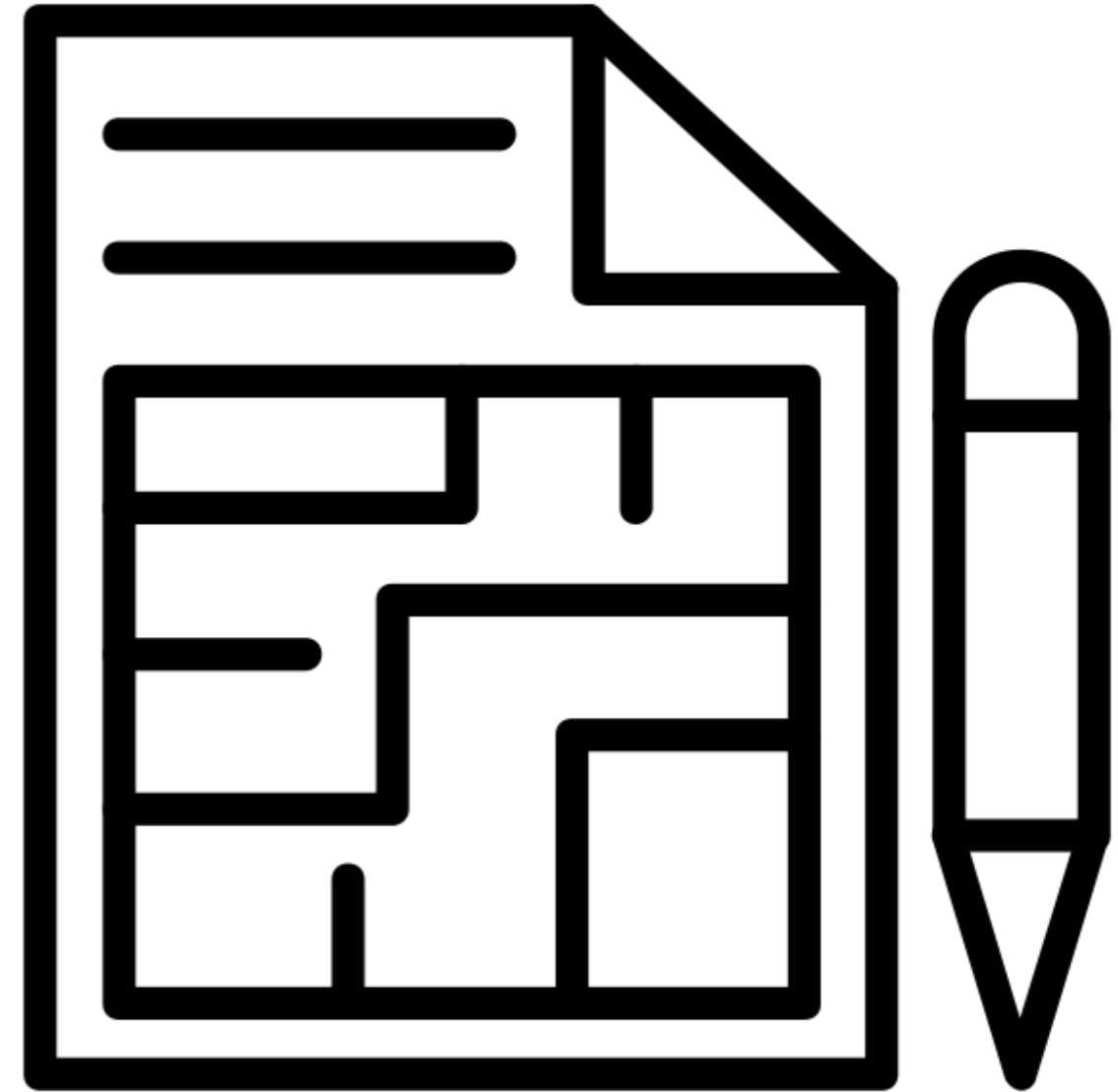
+ previous Blits sessions

WHAT DO I WANT TO SAY?

- 1) Acquaint yourself with the field
- 2) Draw up a rough plan
- 3) Focus your research

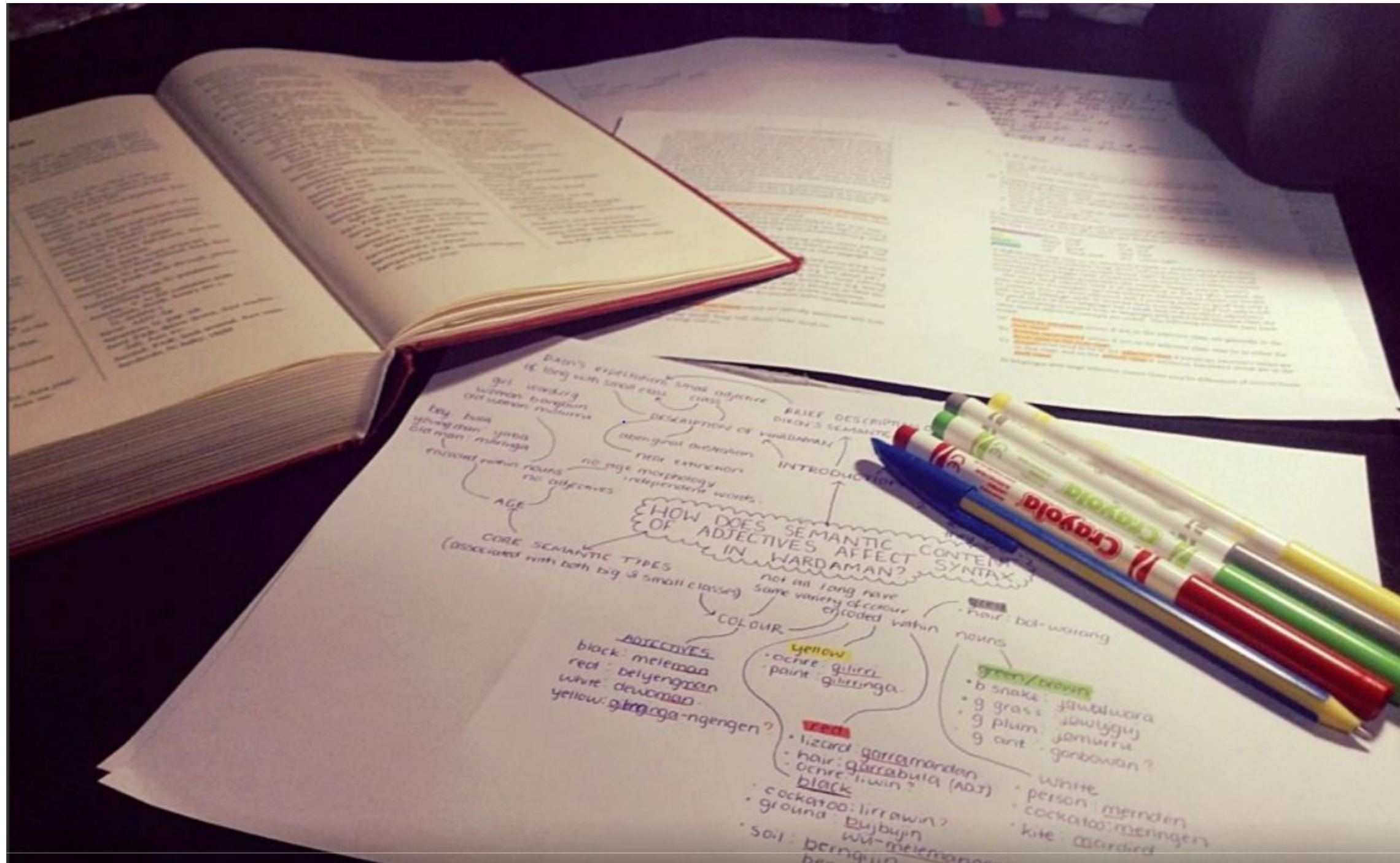
2. DRAW UP A ROUGH PLAN

- Brainstorm
- Ask yourself questions
- Mindmap
- Tree diagram
- Post-its

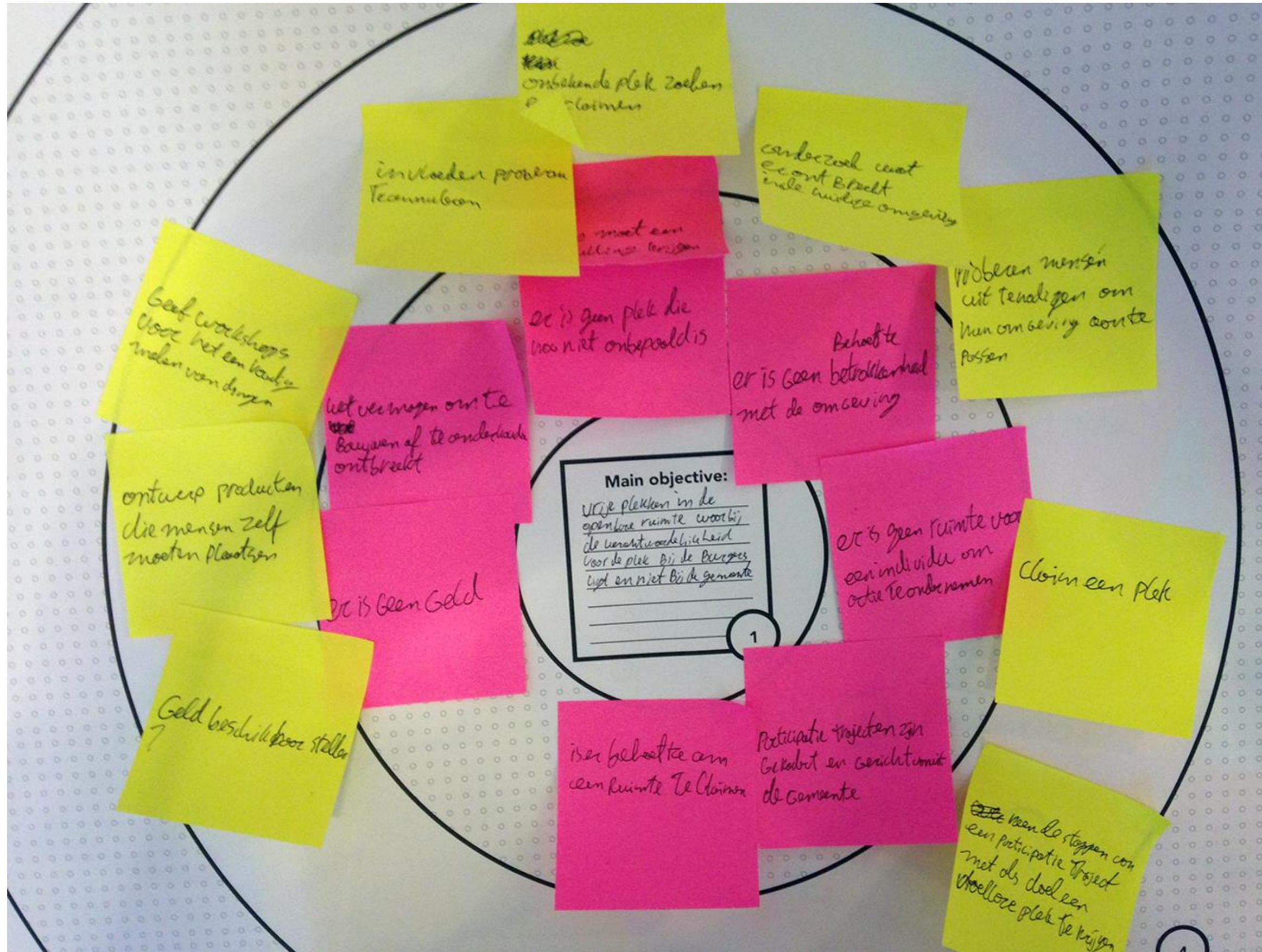


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from Noun Project

MINDMAP



POST-ITS



2. DRAW UP A ROUGH PLAN

- 1) Step 1: determine your research question
- 2) Step 2: what are the main questions?
- 3) Step 3: answer the main questions
- 4) Step 4: structure your answers
- 5) Step 5: substantiate your answers
- 6) Step 6: make a glossary
- 7) Step 7: look for gaps in the information

STEP 1A: DETERMINE YOUR RESEARCH QUESTION

= the shortest possible summary of what you're going to write

Does hand washing among healthcare workers reduce hospital acquired infections?

STEP 1B: THE PICO MODEL

Does hand washing among healthcare workers reduce hospital acquired infections?

P	Problem/patient/population	<i>Hospital acquired infection</i>
I	Intervention	<i>Hand washing</i>
C	Comparison	<i>No hand washing; other solution; masks</i>
O	Outcome	<i>Reduced infection</i>

STEP 2: MAIN QUESTIONS?

= write down the questions that you could ask yourself about your research question

→ these are all the elements you need to introduce in order to answer your research question

STEP 2: MAIN QUESTIONS

- “What is the incidence of hospital acquired infection?”
- “Is hand washing a common practice in most hospitals?”
- “Which other measures can be taken to prevent infection?”
- ...

ROUGH PLAN → TABLE OF CONTENTS

Problematizing ethnolects: Naming linguistic practices in an Antwerp secondary school
(1. Introduction)

Linguistics
> more creative, freer

2. Community and language in Antwerp
3.3. Theorizing the relation between language and identity
4. Moroccan Dutch in Antwerp?
5. Conclusion

Statins, systemic inflammation and risk of death in COPD: The Rotterdam study

(Lahousse et al. 2012)

1. Introduction

2. Methods

2.1. Study population and design

Medicine
> fixed outline

population

3.2. Mortality in COPD patients

3.3. Statin use and the risk of mortality in COPD

3.4. Statin use and the risk of death in COPD according to the level of systemic inflammation

4. Discussion

5. Conclusion

STEP 3: ANSWER THE MAIN QUESTIONS

Answer the main questions concisely, based on source material that you have collected so far.

STEP 4: STRUCTURE YOUR ANSWERS

Make a selection and avoid:

- redundant information,
- missing relevant information,
- incorrect information.

STEP 4: STRUCTURE YOUR ANSWERS

Organize your information:

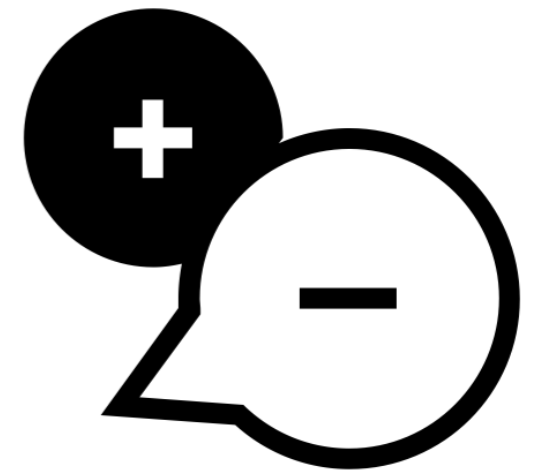
- Logical order
(E.g. pros and cons of a particular measure)
- Strategic order
(E.g. newest information in last order, strongest argument in last order).

→ Make logical connections and **substantiate** these connections.

STEP 5: SUBSTANTIATE YOUR ANSWERS

Ask yourself these questions:

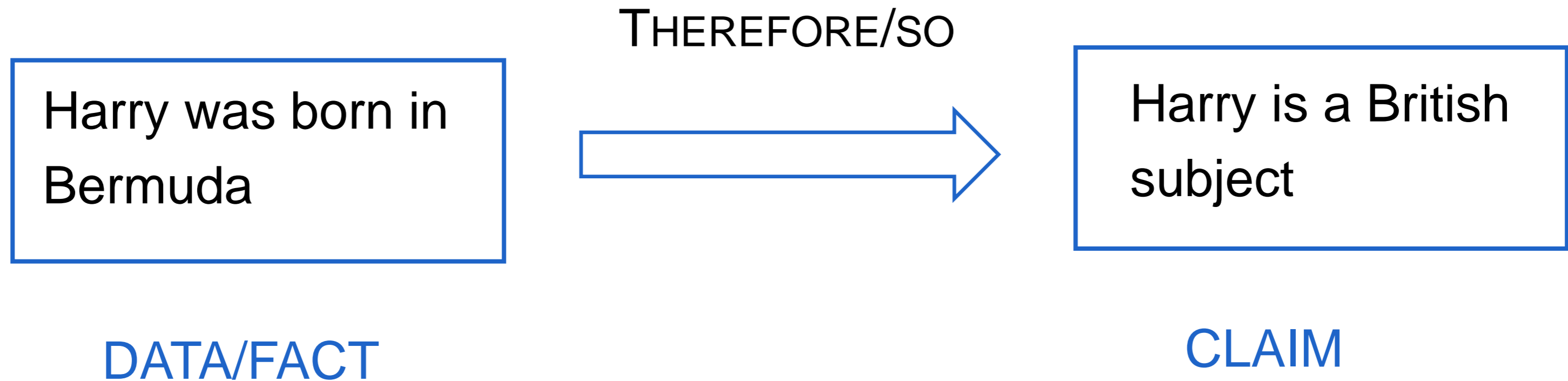
- Do your arguments support your claim?
- Can you rebut counter-arguments ?
- Do you provide sufficient clarification?



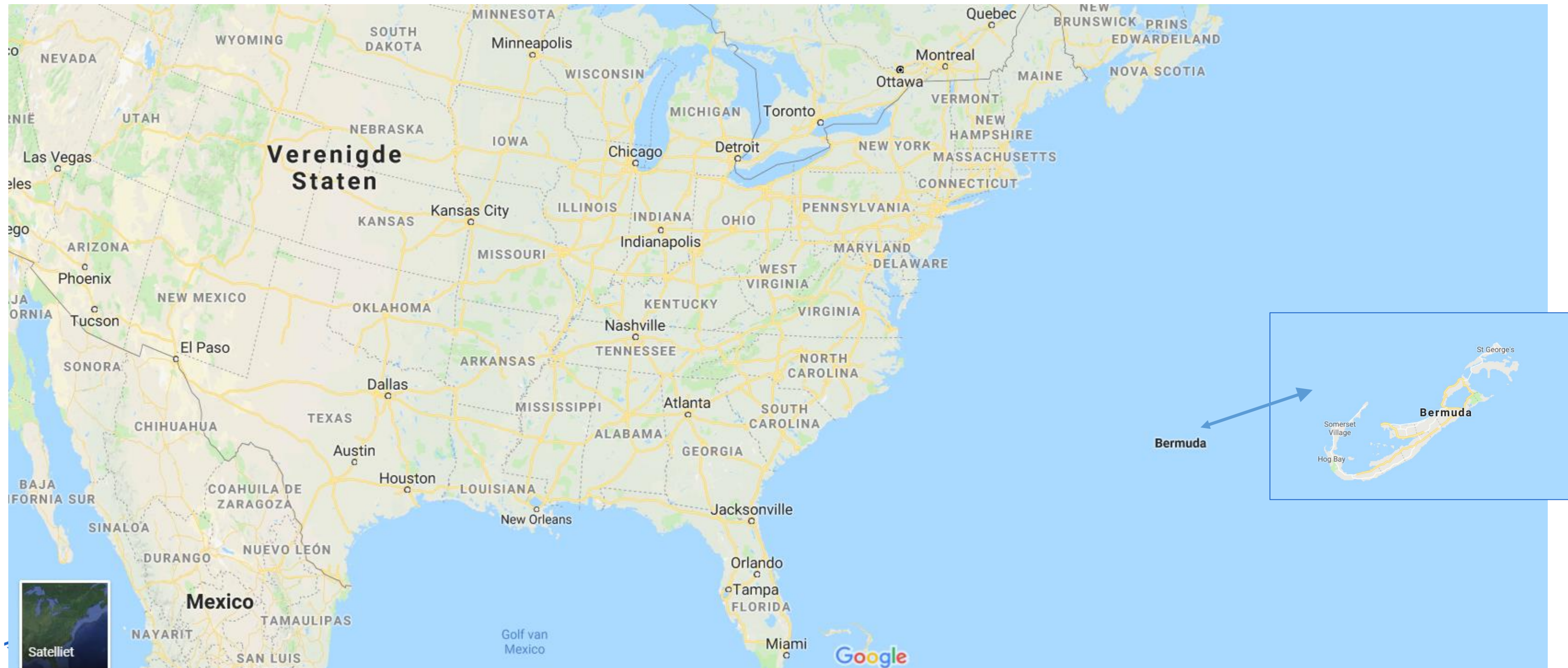
Created by Alina Oleynik
from Noun Project

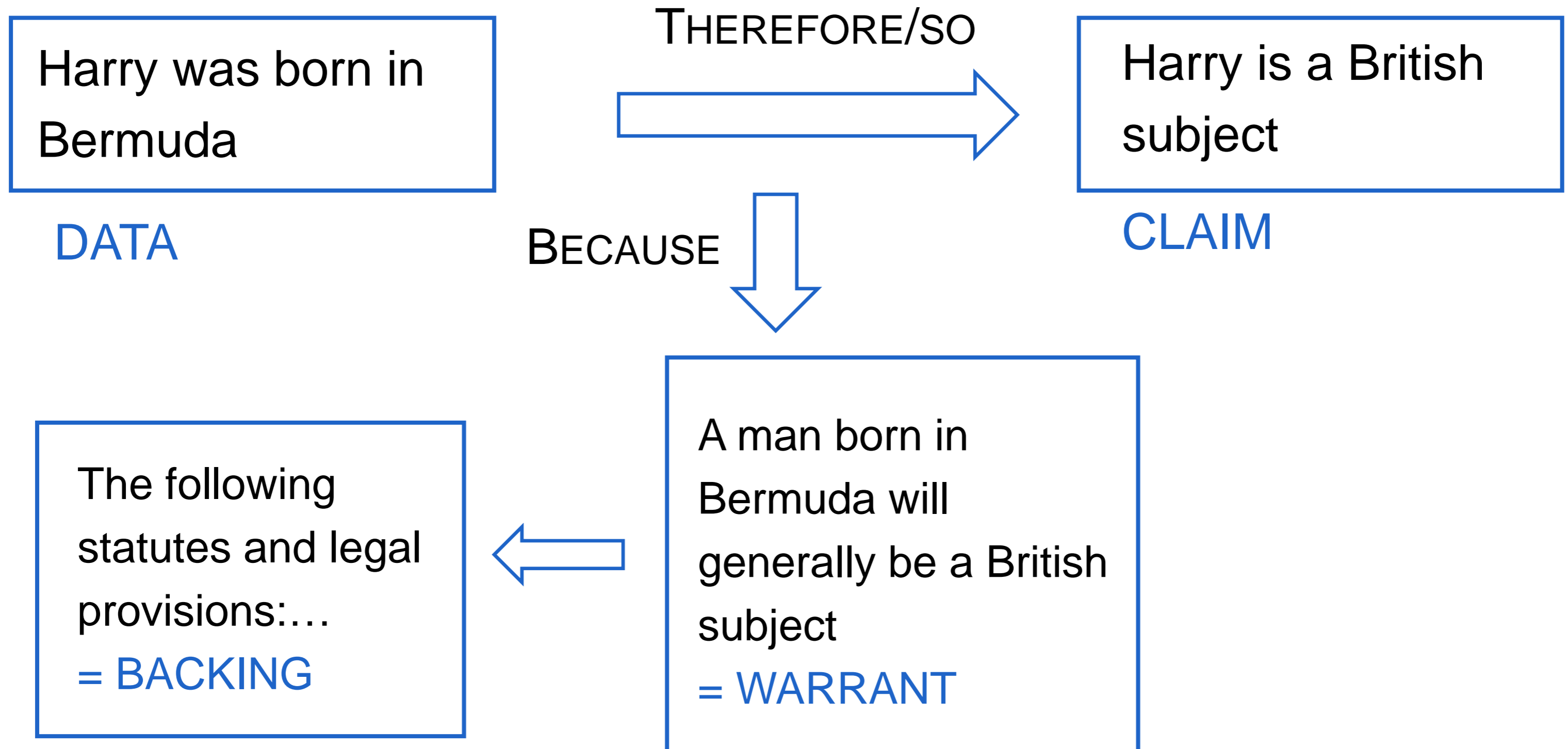
EXAMPLE: SUBSTANTIATION OF AN ARGUMENT

How would you connect the objective fact *Harry was born in Bermuda* with the claim *Harry must be a British subject*? Which linking word would you add to clarify the relationship between these two statements?



TOULMIN MODEL





STEP 6: MAKE A GLOSSARY

Make a list of terminology, concepts and abbreviations

+ explain them depending on your target audience

SBT = Sitting Behaviour Time

HRQOL = Health-Related Quality of Life

MCS = Mental Component Summary

STEP 7: LOOK FOR GAPS IN THE INFORMATION

Determine which extra sources you need to look for in the next phase.

WHAT DO I WANT TO SAY?

- 1) Acquaint yourself with the field
- 2) Draw up a rough plan
- 3) Focus your research

FOCUS YOUR RESEARCH

Look for additional sources that fill the gaps in your source material

<http://www.kcgg.ugent.be/en/searching/search-strategy/search-strategy-for-students/>

<http://www.kcgg.ugent.be/en/searching/search-strategy/search-strategy-for-researchers/>

4. WRITING PROCESS

**“There is nothing to writing.
All you do is sit down
at a typewriter and bleed.”**

- Ernest Hemingway



This is how you
do it: you sit
down at the
key board and
you put one
word after
another until
its done.

It's that easy,
and that hard.

– Neil Gaiman

THE WRITING PROCESS

- 1) pre-writing stage
 - 2) first draft
 - 3) focusing stage – second, third, fourth... draft
 - 4) final draft
- Iterative process!

Source: Chan, Jookan & Robberecht (2015)

1. PRE-WRITING STAGE

= before you start drafting a first text

= writing preparation

→ Organise your thoughts about the topic

→ Look for information on the topic, paraphrase and annotate

→ Decide which of the source references will be important

→ Write a rough plan

2. FIRST DRAFT

= experimental, possibly chaotic stage!

- Jot down any ideas that come to your mind < research
- Organize those ideas according to your rough plan
- Do not worry about wording



Every first draft is perfect, because
all a first draft has to do is exist.

Jane Smiley

3. FOCUSING STAGE: STRUCTURE AND WORDING

= distinguishing prominent ideas from less important ones

- Clarify these prominent ideas further
- Define the scope of your introduction – middle paragraphs – conclusion
- Polish your language and style

4. FINAL DRAFT

= check the coherence of your argument and the fluency of your writing

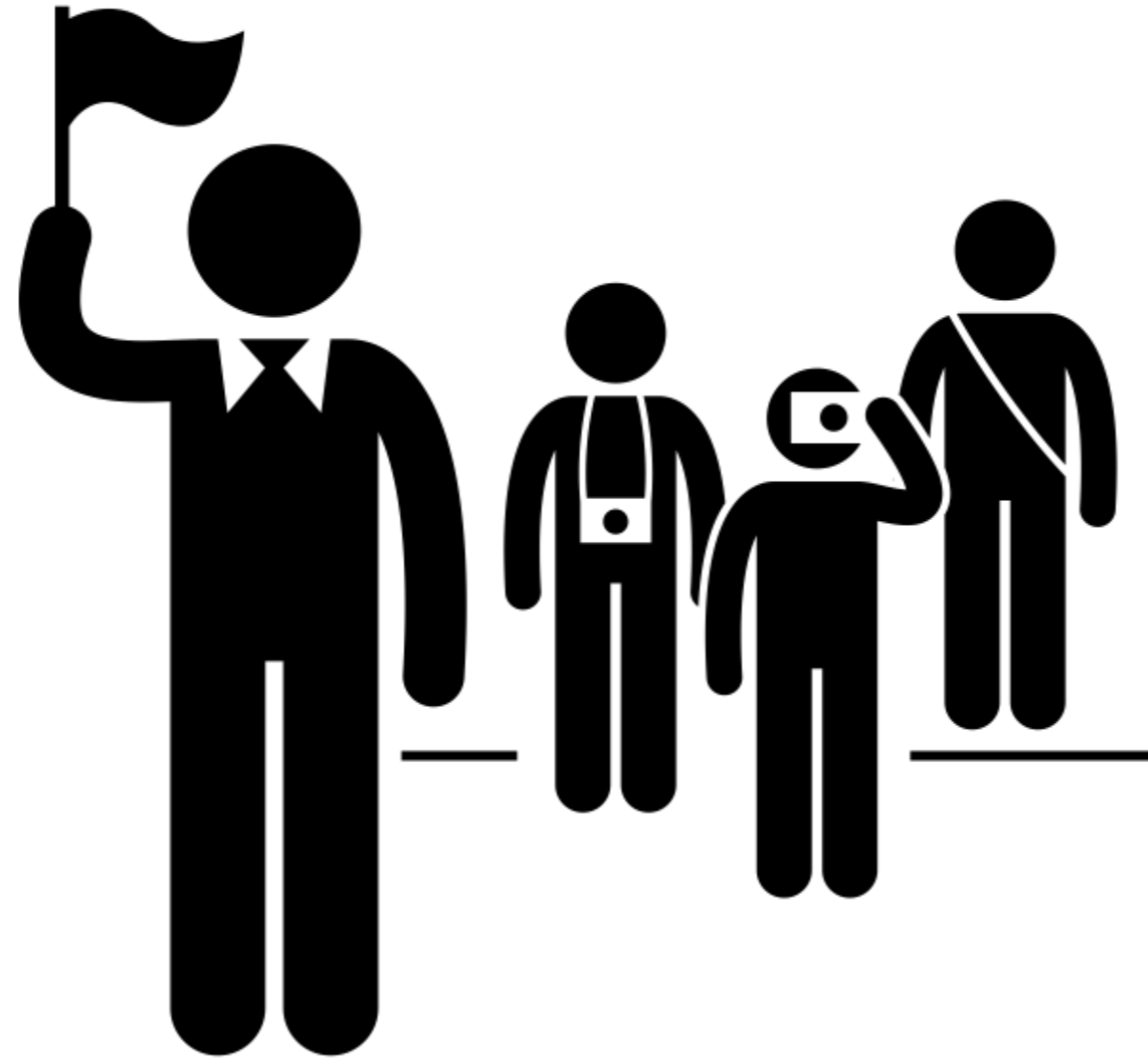
- Check whether your argument develops your position clearly and consistently
- Check the clarity of your structure
- Check grammar, vocabulary and spelling
- Check references to your sources

4. FINAL DRAFT – FINAL EDIT

- Check typography and layout
 - follow the guidelines of your study programme: style sheet?
 - check titles and numbering

5. STRUCTURE

BE A GUIDE TO YOUR READER



Created by Gan Khoo Lay
from Noun Project

STRUCTURE

On three levels

- 1) Organizing texts – macro level
- 2) Organizing paragraphs – meso level
- 3) Structuring information in sentences – micro level

ORGANIZING TEXTS

In medicine and health sciences: IMRaD structure

- 1) Introduction
- 2) Methodology
- 3) Results
- 4) Discussion
- 5) Conclusion

ORGANIZING TEXTS - IMRAD

INTRODUCTION

= a brief discussion of the nature and purposes of the present research (thesis statement) or presentation of the research question which will be answered in the article.

- Mapping of the field
- Identifying a research 'gap'
- Making a claim about needed research
- Giving some idea of the MRD approach that will be used

Source: Hamp-Lyons & Heasley (2006)

Measles is a highly contagious viral infectious disease transmitted by aerosol [1](#). Clinical symptoms of measles include fever, sore throat, conjunctivitis, and rash, and it can potentially be lethal to infants and children, leading to serious complications including encephalitis and neurological complications [2](#). In Japan, since the year 1978, routine vaccination against measles have started, and a two-dose regimen has been introduced among birth-cohorts born in and after 1990, contributing to reducing the burden of measles by elevating the immunity level in the population [3,4](#). The transmission of the virus in Japan has not been sustained, and the Measles Regional Verification Commission of the World Health Organization (WHO) Regional Office for the Western Pacific verified Japan as having achieved measles elimination in March 2015 [5](#). However, global circulation of the virus continues to pose a risk of sporadic outbreaks to Japan [6](#).

From March 2018, an abrupt outbreak in Okinawa has been notified ahead of the “Golden Week”, the longest vacation period of the year (i.e., from 28 April to 6 May 2018). The index case was a 30-year-old Taiwanese man who had a travel history to Thailand in early March. On 17 March 2018, he flew to Okinawa, and on the third day of his stay in Okinawa, he sought for medical service. Following an incubation period of 11-12 days after the diagnosis of the index case [7](#), multiple generations of local cases were identified in Okinawa prefecture. Cases originating from Okinawa prefecture produced multiple chains of transmission, bringing a total number of confirmed cases to 124. The spread could not have been contained within Okinawa, and spread to Aichi prefecture, Kanagawa prefecture, and Tokyo Metropolis.

During this outbreak, measles cases have been confirmed at governmental diagnostic research facilities and reported in real-time. Each report was regarded as a snapshot of the growing epidemic curve that was used for forecasting of the future course of the outbreak. To understand better the transmission dynamics during the course of an outbreak, we implemented the future forecast to infer public health control activities. While not explicitly assessing the control activities in our exposition, **the purpose of the present study is to capture the transmission dynamics of measles by employing a simple parsimonious mathematical model and to forecast future generations of measles incidence.**

ORGANIZING TEXTS - IMRAD

METHODOLOGY

= a detailed description and discussion of testing devices used.

This was a cross-sectional study comprising a study population of 130 Japanese people aged 20 years or older residing overseas in Ipoh, Perak, Malaysia, in 2015, who consented to participate. The investigation was accomplished with a self-registered questionnaire that was distributed to these 130 participants by local volunteers who later collected the questionnaires after they had been filled out.

ORGANIZING TEXTS - IMRAD

RESULTS

= the presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.

→ Text + tables, graphs,...

ORGANIZING TEXTS - IMRAD

DISCUSSION

= the interpretation of the results in connection to the research question and hypotheses. Presentation of conclusions and implications of the research + recommendations

- Most important part of the report: demonstrates that you understand and can interpret what you have done.
- Also point out limitations of your research

ORGANIZING TEXTS - CONCLUSION

- Return to the thesis or problem that you presented in the introduction
- Do not merely repeat what you wrote in the introduction or in the body; instead, show your reader how what you have written sheds new light on the problem presented at the beginning.
- Evaluate and explain whether or not you have reached the aim or solved the problem presented in the introduction, and how.
- No new material in the conclusion, but it is quite common to suggest topics for further studies.

ORGANIZING TEXT: CONCLUSION

Our study shows that PE is an obstacle to healthy eating in Finnish preadolescents, as it presents with unhealthy eating habits, including favouring sugar-rich and fatty foods and disliking vegetable, fruits, and berries. Only PE was associated with a higher risk for underweight and inversely with overweight/obesity. Since obesity rebound typically occurs in teenage years, a longer follow-up of our cohort is needed to determine the definitive consequences of PE on health and weight status.

STRUCTURE

On three levels

- 1) Organizing texts – macro level
- 2) Organizing paragraphs – meso level
- 3) Structuring information in sentences – micro level

ORGANIZING PARAGRAPHS

Paragraphs...

- reveal the structure of your text
- are the building blocks of your thought

BASIC PRINCIPLE: one paragraph = one main idea

ORGANIZING PARAGRAPHS

A paragraph = a collection of related sentences dealing with a **single topic**.

A paragraph should always contain:

- Unity
- Coherence
- A topic sentence
- Adequate development

ORGANIZING PARAGRAPHS - UNITY

The entire paragraph should concern itself with a single focus.

→ The paragraph adheres to **one topic** from the beginning to the end.

→ Every sentence **contributes to the central purpose** and develops the main idea of the paragraph

ORGANIZING PARAGRAPHS - UNITY

Family and parental aspects differed between the PE and FN groups, although with small effect sizes. Those in the PE and FN groups had fewer siblings, and those in the PE group especially were more likely to be only children. Having siblings is shown to protect against PE ([Gibson & Cooke, 2017](#); [Hafstad et al., 2013](#)), and a proposed prevention strategy involves using the older children as role models for children with PE. Among parental characteristics, lower age, lower BMI, and higher educational level have been positively related to PE ([Cole et al., 2017](#)); a [child's feeding](#) problem seems to cause more distress/anxiety among younger mothers and mothers with higher education level. While maternal BMI might be a loose proxy for a mother's eating behaviour ([Gibson & Cooke, 2017](#)), these traits are likely passed from one generation to another ([Finistrella et al., 2012](#)).

ORGANIZING PARAGRAPHS - COHERENCE

= logical links between sections, paragraphs and sentences

→ Ideas and information

→ language

ORGANIZING PARAGRAPHS – TOPIC SENTENCE

Topic sentence = the sentence that expresses the main focus of a paragraph

Position:

- Beginning of the paragraph (1st or 2nd position)
- End of the paragraph

ORGANIZING PARAGRAPHS – TOPIC SENTENCE

Family and parental aspects differed between the PE and FN groups, although with small effect sizes. Those in the PE and FN groups had fewer siblings, and those in the PE group especially were more likely to be only children. Having siblings is shown to protect against PE ([Gibson & Cooke, 2017](#); [Hafstad et al., 2013](#)), and a proposed prevention strategy involves using the older children as role models for children with PE. Among parental characteristics, lower age, lower BMI, and higher educational level have been positively related to PE ([Cole et al., 2017](#)); a [child's feeding](#) problem seems to cause more distress/anxiety among younger mothers and mothers with higher education level. While maternal BMI might be a loose proxy for a mother's eating behaviour ([Gibson & Cooke, 2017](#)), these traits are likely passed from one generation to another ([Finistrella et al., 2012](#)).

ORGANIZING PARAGRAPHS – TOPIC SENTENCE

In this study, female participants had lower prevalence of hypertension than male. However, they were more likely to have heart disease. This is consistent with previous studies that gender differences had been described as an important factor for cardiovascular risk factors and cardiovascular risk status and the total number of deaths from cardiovascular diseases was greater among older women than among men [26]. One study found that physical activity tended to be lower among women than among men [27]. Another study found that women had a higher prevalence of obesity. Taken together, these behavioral differences suggested that competing healthy behavioral factors (e.g., physical activity, obesity) might increase the disparity of the gender gap in heart disease.

Topic sentence

ORGANIZING PARAGRAPHS – ADEQUATE DEVELOPMENT

- The topic should be discussed fully and adequately!
- How can you fully develop your topic?
 - describe the topic
 - analyse the topic
 - Use examples and illustrations
 - cite data
 - evaluate causes and reasons
 - examine effects and consequences

Your Paragraph Should Include:

P

Point

Make
your point



E

Evidence

Back it up:
Support your
point with
evidence &
examples

E

Explanation

Explain how
the evidence
supports
your point

L

Link

Link this
point to the
next point in
the following
paragraph
or back to the
main question

ORGANIZING PARAGRAPHS – SIGNPOST WORDS

- **Important point will follow:** *above all, the point to note here is that...*
- **Conclusion:** *therefore, we can/may conclude that...*
- **Change of topic:** *let us now consider, having dealt with...*



ORGANIZING PARAGRAPHS – SIGNPOST WORDS



- **To make a list:** *first(ly), second(ly), third(ly), to begin with, in the first place, in the second place, next, finally...*
- **Example, explanation, reformulation:** *that is to say, that is, in other words...*
- **Brief summary:** *in short, in brief, to summarize, more generally, overall...*

Japanese people are less likely to know that antibiotics could not kill viruses and that antibiotics are not effective against cold and flu, compared to people in the EU countries. An understanding of the side effects of antibiotics was poorer among Japanese people than those in the EU countries. It is also problematic that one third of Japanese people think antibiotic-prescribing doctors to be good. On the other hand, Swedish had the highest knowledge compared to other European participants about antibiotic ineffectiveness against viruses and common colds, and this knowledge is maintained high and has improved in 2016 from 2006 [11]. In the EU, European Antibiotic Awareness Day is organized by European Centre for Disease Prevention and Control every year to spread up-to-date knowledge regarding appropriate antibiotic use to the public. Further, Sweden developed a brochure with information regarding when people need antibiotics, why antibiotics do not help against colds and flu [11]. Therefore, more intensive dissemination of knowledge is required for the Japanese public by developing a public campaign throughout Japan and by disseminating a brochure or pamphlet to Japanese public. Since those with a better knowledge of antibiotics tended to avoid them for viral infections, it likely works to know better the facts related to these drugs.

STRUCTURE

On three levels

- 1) Organizing texts – macro level
- 2) Organizing paragraphs – meso level
- 3) Structuring information in sentences – micro level

STRUCTURING INFORMATION

COHERENCE = the ability to connect ideas and provide information in a fluid and comprehensible way

→ Distribution of information over sentences is important!

= THEMATIC PATTERNING

STRUCTURING INFORMATION

- **Theme:** what you are writing about
 - shared information
 - already introduced to the reader
- **Rheme:** what you are saying about the theme
 - new information

STRUCTURING INFORMATION

1. The M1 goes from London to Leeds.



THEME

RHEME

2. The motorway from London to Leeds is called the M1.



THEME

RHEME

STRUCTURING INFORMATION

Two patterns:

- 1) **Constant pattern:** a series of sentences all start with the same topical theme

STRUCTURING INFORMATION: CONSTANT PATTERN

Researchers have shown an association between **vitamin D** deficiency in the elderly and osteoporosis as well as dry eye syndrome [[51](#), [52](#)]. **Vitamin D** is crucial to the regulation of calcium homeostasis, bone metabolism, immune modulation, inflammation control, cell proliferation, and cell differentiation [[53](#), [54](#)]. **Vitamin D** has also been linked to enhanced production of anti-inflammatory cytokines, such as IL-10 and IL-13, as well as reductions in the production of pro-inflammatory cytokines, such as TNF- α and IL-8 [[55](#), [56](#)].

STRUCTURING INFORMATION

Two patterns:

- 1) Constant pattern: a series of sentences all start with the same topical theme
- 2) **Linear pattern:** the rheme of the first sentence becomes the theme of the next sentence → dynamic development in the text!

STRUCTURING INFORMATION: LINEAR PATTERN

Osteoporosis is a major health issue characterized by decreased bone mass, disruption of bone microarchitecture, and increased bone fragility, all of which **increase the risk of fracture. The lifelong incidence of fracture** caused by osteoporosis is approximate 40–50% in women and 13–22% in men [[8](#)].

TITLES

- Summarize the main idea or ideas of your study
- A good title contains the fewest possible words needed to adequately describe the content and/or purpose of your research paper.

TITLES

- The title should **catch the reader's attention** and interest and also **indicate what to expect** of the paper.
- Many academic titles consist of **two parts** where the first part catches the reader's attention and the second part is explanatory.

The impact of patients' preferences on the decision of low-dose computed tomography lung cancer screening

Picky eating – A risk factor for underweight in Finnish preadolescents

SOURCES

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- Hamp-Lyons, L., & Heasley, B. (2006-2010). *Study writing : a course in writing skills for academic purposes*. 2nd ed. ; 6th print. Cambridge [etc.]: Cambridge University Press.
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- www.qut.edu.au
- <https://writing.wisc.edu/Handbook/Conclusions.html>
- <http://advice.writing.utoronto.ca/planning/intros-and-conclusions/>
- <https://www.virtuallibrary.info/peel-paragraph-writing.html>
- http://www.uefap.com/writing/parag/par_flow.htm
- <http://libguides.usc.edu/writingguide/title>
- <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0206635#sec005>
- <https://canvas.hull.ac.uk/courses/371/pages/signposting>
- <https://www.sciencedirect.com/science/article/pii/S0195666318302666?via%3Dihub>

Liesbet Triest

language policy academic Dutch and English

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ACADEMIC WRITING


Blits Session 2 | Writing style and language | November 14, 2018



Knowledge Centre for Health Ghent
is here to help you!

Presentation slides on
<http://www.kcgg.ugent.be/en/students/blits/>

[HTTPS://WWW.UGENT.BE/STUDENT/EN/STUDY-FACILITIES/ACADEMIC-WRITING](https://www.ugent.be/student/en/study-facilities/academic-writing)



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Academic writing


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Aanmelden

SCHRIJVEN



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About
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Extra



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

Well, you're never too old to learn, are you? One of the ways to improve your own writing is to learn from your mistakes: browse through the most common problems



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Course on academic writing

Mini course on academic writing

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Date and time	Location	Class
19/10/18 16.00-17.30	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing I
26/10/18 12.30-14.00	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing II
9/11/18 14.30-16.00	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing I
23/11/18 12.00-13.30	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing II
30/11/18 12.30-14.00	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing I
7/12/18 16.00-17.30	Campus Ufo – Room 1.1 H. Pirenne	Academic Writing II

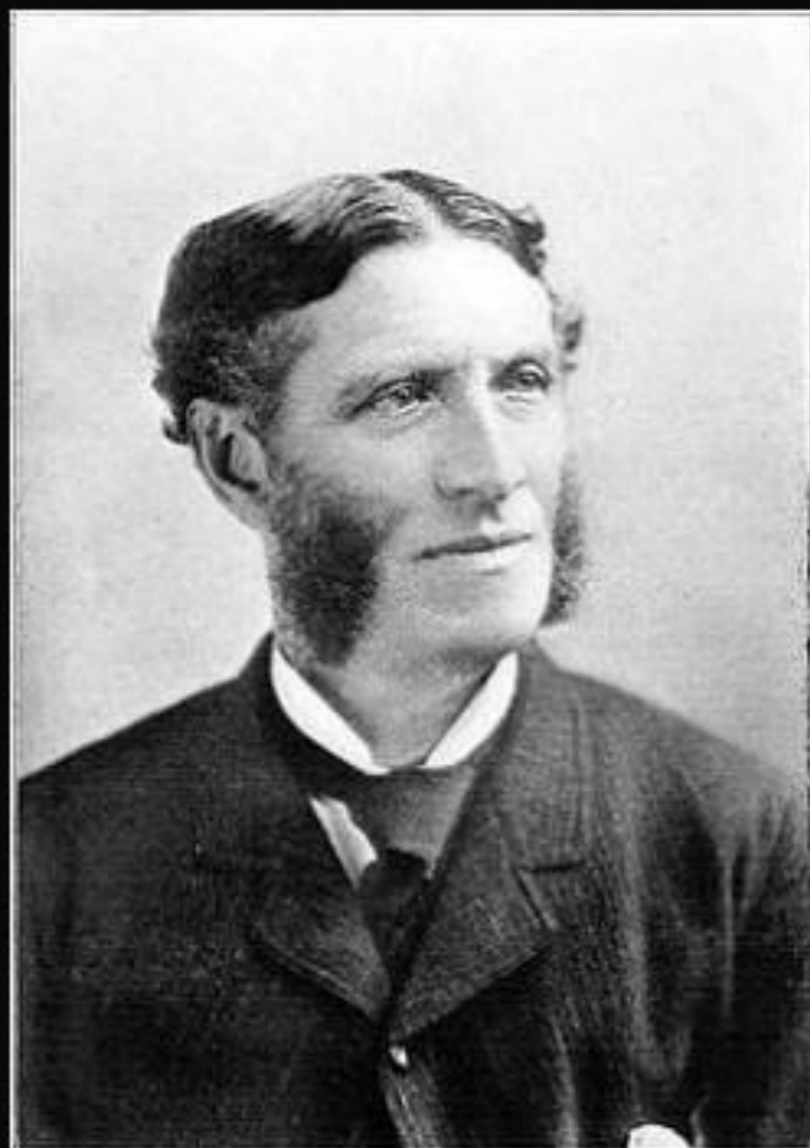
ACADEMIC WRITING

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)

izquotes.com

EDITING FOR STYLE

<https://www.youtube.com/watch?v=ghdeUbB1uCo&index=19&list=PLeVxAnFsaslqlc8b03kHA3tw-xflwgO2M>

6. ACADEMIC WRITING STYLE

	ACADEMIC	NON-ACADEMIC
Audience/reader	Academics	<ul style="list-style-type: none"> - The general public - Friends and family
Content	Serious thought	<ul style="list-style-type: none"> - Of general interest - personal
Style	<ul style="list-style-type: none"> - Complex sentences showing considerable variety in construction - Formal language is expected and colloquial expressions are not acceptable 	<ul style="list-style-type: none"> - Mostly simple sentences joined by conjunctions such as “and” or “but” - Colloquial words and expressions are acceptable (“stuff”, “sort of”, “thing”)
Structure	Clear and well-planned, logical flow	Less likely to be as clear and organized
Grammar	Likely to be error free	Freeer use of grammar: not always complete sentences
Vocabulary	Subject-specific terms and academic language used accurately	<ul style="list-style-type: none"> - Everyday vocabulary - Use of short forms, idioms and slang to some extent

Chart adapted from Hamp-Lyons and Heasley (2006).

6. ACADEMIC WRITING STYLE



Created by icon 54
from Noun Project

“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



On the advice of his readers, Jeffery decided to adopt a more formal writing style.

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

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. Fourth, 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.

6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
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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!**

6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
- Explicit
- Concise



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)

6. ACADEMIC WRITING STYLE: OBJECTIVE

- **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.

6. ACADEMIC WRITING STYLE: OBJECTIVE

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.*

6. ACADEMIC WRITING STYLE: OBJECTIVE

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.*

6. ACADEMIC WRITING STYLE: OBJECTIVE

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*

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.^{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.^{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.

6. ACADEMIC WRITING STYLE: OBJECTIVE

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



6. ACADEMIC WRITING STYLE: OBJECTIVE

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



6. ACADEMIC WRITING STYLE: EXPLICIT

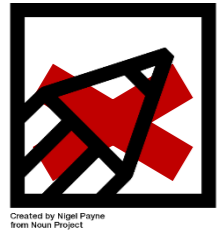
EXPLICIT	VAGUE
Exact wording	Vague/sloppy wording
One word for same concept	Different words for same concept
Sentences are linked in a clear and logical way (< signpost words, reference words)	No logical connections between sentences
Explicit references to source material	Incomplete/insufficient referencing

6. EXPLICIT WRITING STYLE: EXACT WORDING

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

6. EXPLICIT WRITING STYLE: CONSISTENCY

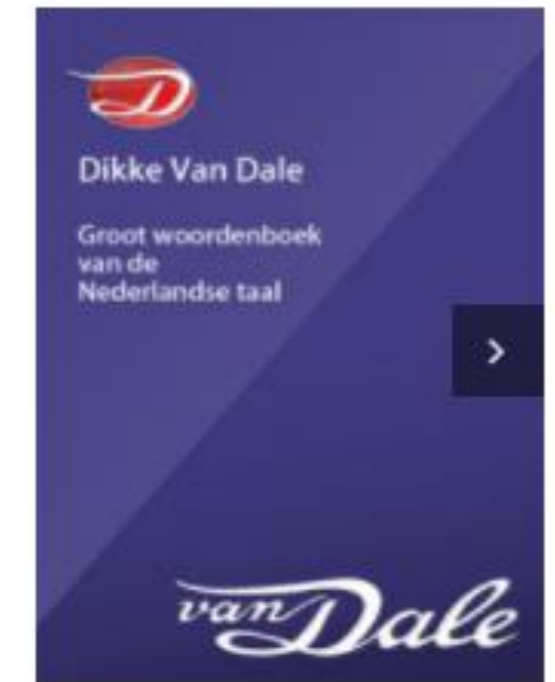
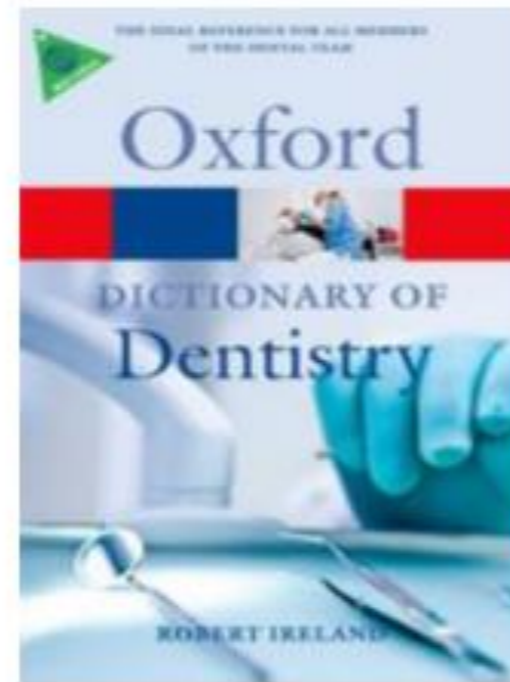
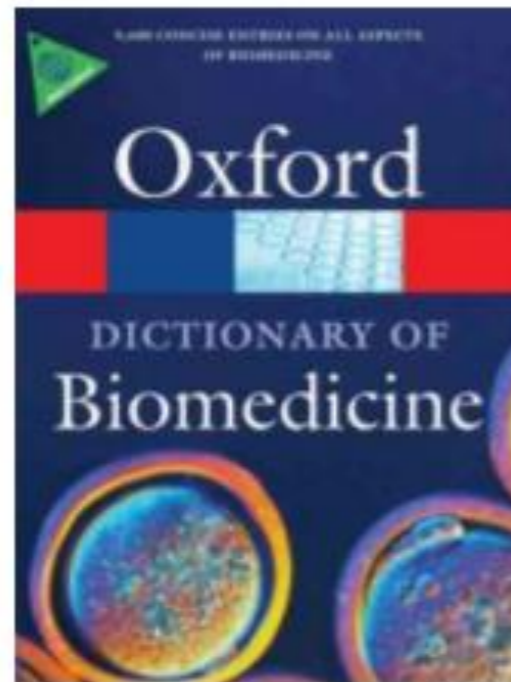
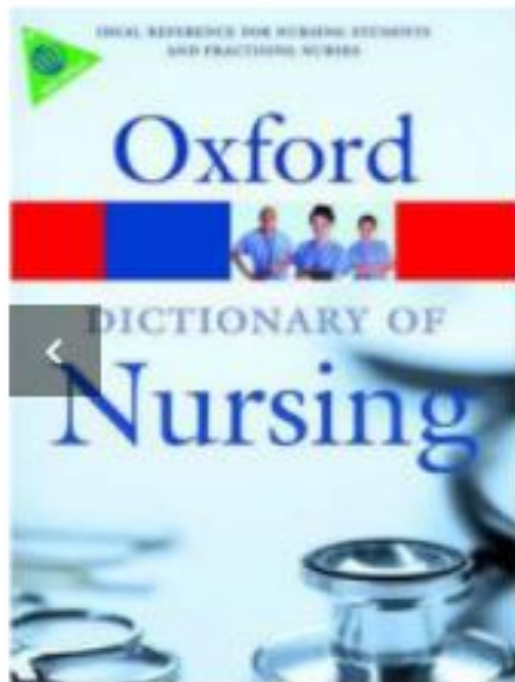
Do not use too many synonyms for the same concept



- 'infantile scurvy', 'Barlow's disease', 'Möller-Barlow disease', 'Barlow's syndrome', 'Cheadle-Möller-Barlow syndrome', 'Moeller's disease', 'vitamine C deficiency syndrome' (= different names for the same disease)
- 'baby', 'infant', 'child', 'newborn'...

<http://www.kcgg.ugent.be/en/searching/books/>
- electronic (medical) dictionaries

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



6. EXPLICIT WRITING STYLE

Academic Phrasebank

www.phrasebank.manchester.ac.uk

MANCHESTER
1824

The University of Manchester

Academic Phrasebank

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

Home Page

GENERAL LANGUAGE FUNCTIONS

Being Cautious

Being Critical

Classifying and Listing

Compare and Contrast

Defining Terms

Describing Trends

Describing Quantities

Explaining Causality


Giving Examples

Signalling Transition

Writing about the Past

ABOUT PHRASEBANK

An enhanced and expanded version of PHRASEBANK can now be downloaded in PDF:



An enhanced version of PHRASEBANK is available as a...

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



“I must say, Bob, your resume is concise.”



6. ACADEMIC WRITING STYLE: CONCISE

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

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.

6. ACADEMIC WRITING STYLE: CONCISE

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.

6. ACADEMIC WRITING STYLE: CONCISE

Strategy 3: **rephrase or shorten empty phrases**

Wordy phrase	Shorter phrase
Owing to the fact that	Since/because
In reference to	About
At this point in time	Currently
Because of the fact that	Because
In connection with	About
In the event that	If
Subsequent to the use of	After using
In spite of the fact that	Although

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 parallelisms
- 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.

DANGLING MODIFIERS: REVISION

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.

DANGLING MODIFIERS: REVISION

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 parallelisms

**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.

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.

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.*

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.

7. COMMON MISTAKES: SPELLING

Always consult a dictionary!

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

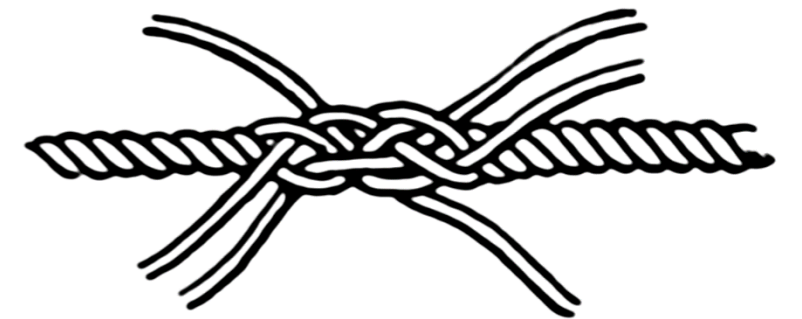
https://www.youtube.com/watch?v=F9vFpr2oVKY&index=22&list=PLeVxA_nFsasIqlc8b03kHA3tw-xflwgO2M

7. COMMON MISTAKES: PUNCTUATION

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

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.*

7. COMMON MISTAKES: COMMA SPLICE

→ Replace with a semi-colon

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

→ Create two sentences

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

→ Add a conjunction

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

→ Revise one clause

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

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.*

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 **be**, or in a few cases *exist*.

*There **exists** a rule that guarantees the anonymity of those giving information to journalists.*

≠ Dutch: **any** verb may be used in an existential sentence!

Er passeren dagelijks tientallen schepen door deze sluis.

**There pass dozens of ships through this lock every day.*

→ 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

8. LAYOUT: SPACING

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.

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.

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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.

8. LAYOUT: FIGURES AND TABLES

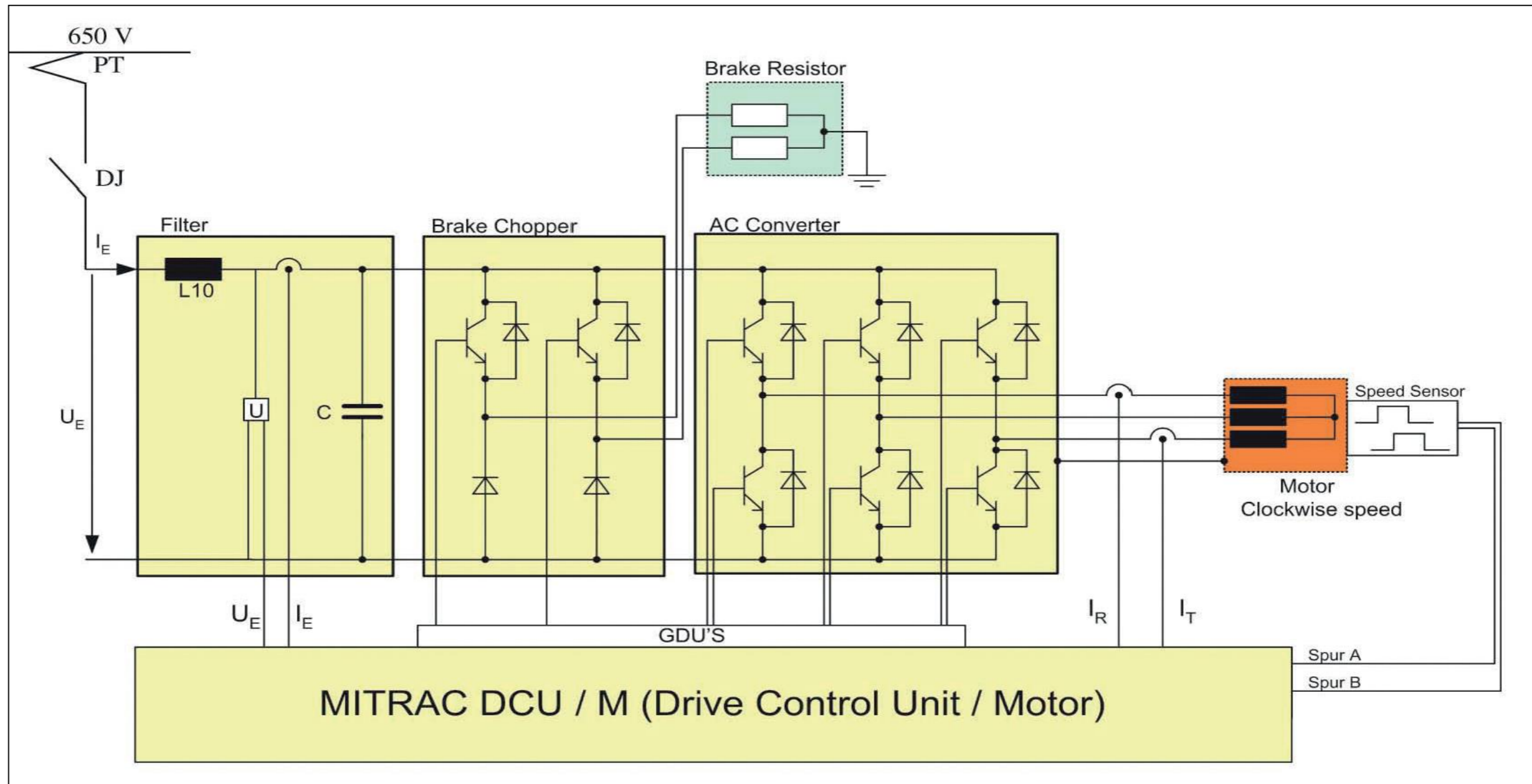


Figure 18: Block diagram of the primary electronics of a Flexity Outlook tram (Valke, 2013)

9. PARAPHRASING, QUOTING AND REFERENCING



<http://www.kcgg.ugent.be/en/processing/citingreferencing/citingreferencing-for-students/>

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Citing/referencing for students

CITING & REFERENCING

- Blits session Endnote: December 7, 12:00.

HELP!

ONLINE RESOURCES AT GHENT UNIVERSITY

- <http://www.schrijven.ugent.be/english>
- <https://www.ugent.be/student/en/study-facilities/academic-writing>

ONLINE RESOURCES

- Academic Wordlist:
<https://www.victoria.ac.nz/lals/resources/academicwordlist/information>
- Manchester Phrasebank: <http://www.phrasebank.manchester.ac.uk/>
- Schrijfhelp:
<https://www.ugent.be/student/nl/studeren/taaladvies/schrijfhelp.htm>
- MOOC on academic writing:
<https://www.youtube.com/playlist?list=PLeVxAnFsaslqlc8b03kHA3tw-xflwgO2M>

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

- Chan, D., Jookan, L., & Robberecht, P. (2015). *Writing in English: advanced English writing skills for Dutch speakers: volume I theory*. Ghent, Belgium: Academia Press.
- Hamp-Lyons, L., & Heasley, B. (2006-2010). *Study writing : a course in writing skills for academic purposes*. 2nd ed. ; 6th print. Cambridge [etc.]: Cambridge University Press.
- <http://www.schrijven.ugent.be/english>
- <https://lnu.se/en/library/Writing-and-referencing/academic-writing/academic-language/>
- <http://awelu.srv.lu.se/grammar-and-words/register-and-style/>
- <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-objectivelanguage.pdf>
- <https://lnu.se/contentassets/2ca8a619a9bf490fbcfdc9d772215fec/chartacademicwriting2.pdf>

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