



**GHENT
UNIVERSITY**

ACADEMIC WRITING

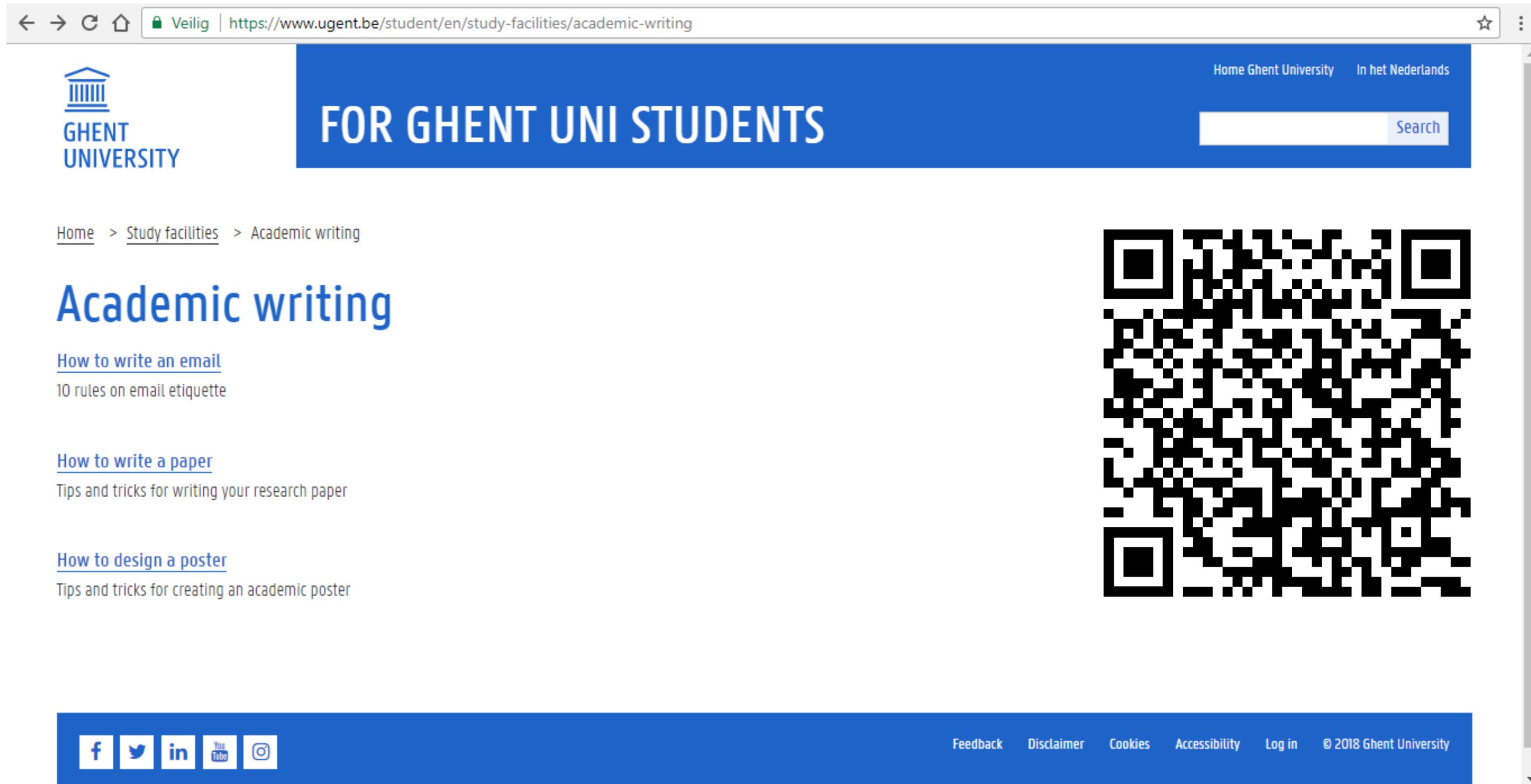
Blits Session 2 | Writing style and language | November 14, 2018



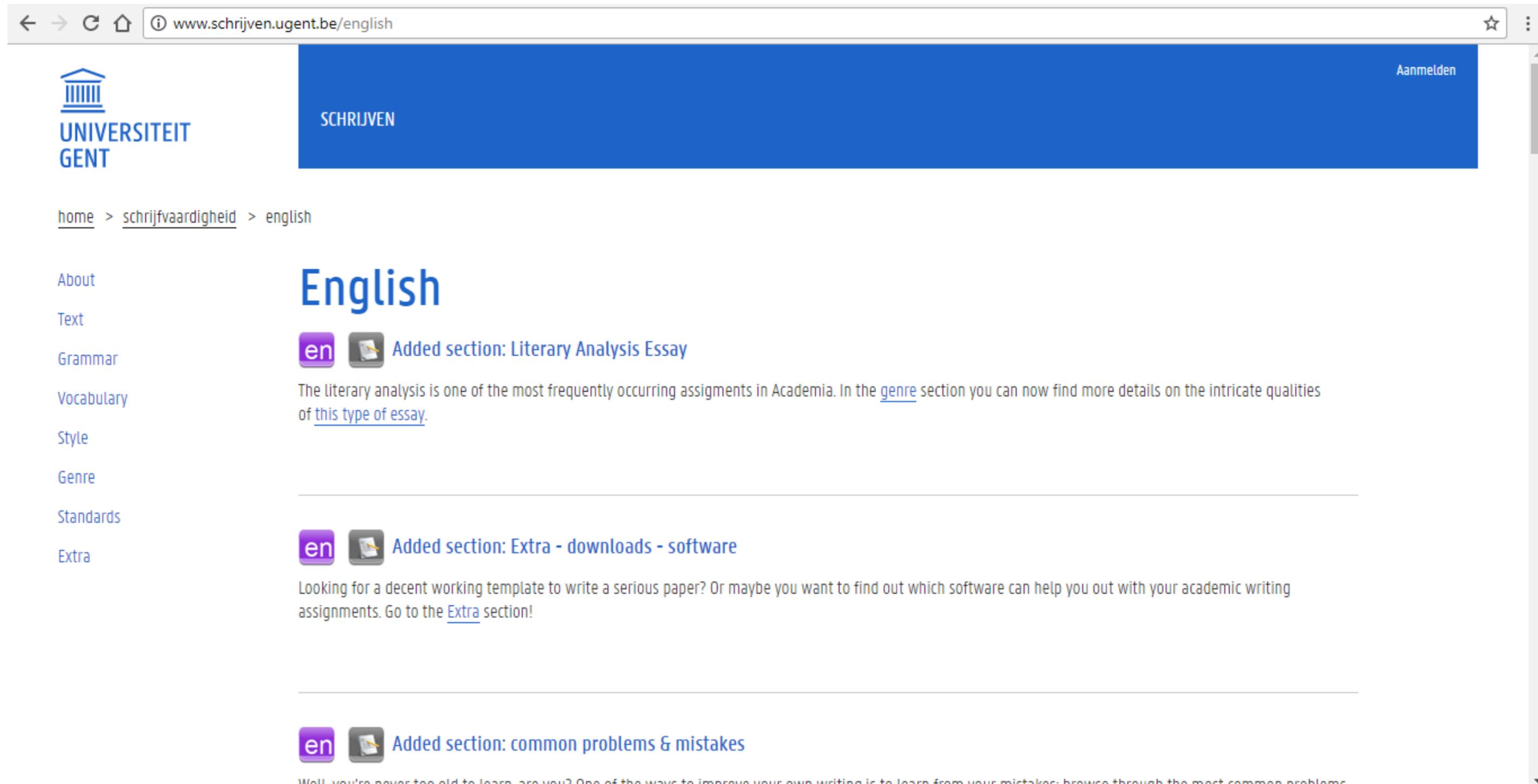
Knowledge Centre for Health Ghent is here to help you!

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)



The screenshot shows a web browser window with the URL <https://www.ugent.be/student/en/study-facilities/academic-writing>. The page features the Ghent University logo on the left and a blue header with the text "FOR GHENT UNI STUDENTS". A search bar is located in the top right of the header. Below the header, a breadcrumb trail reads "Home > Study facilities > Academic writing". The main content area is titled "Academic writing" and contains three sub-sections: "How to write an email" (10 rules on email etiquette), "How to write a paper" (Tips and tricks for writing your research paper), and "How to design a poster" (Tips and tricks for creating an academic poster). On the right side of the page, there is a large QR code. The footer includes social media icons for Facebook, Twitter, LinkedIn, YouTube, and Instagram, along with links for Feedback, Disclaimer, Cookies, Accessibility, Log in, and a copyright notice for © 2018 Ghent University.



The screenshot shows a web browser window with the address bar displaying www.schrijven.ugent.be/english. The page features a blue header with the University of Ghent logo on the left and the text "SCHRIJVEN" in the center. A blue button labeled "Aanmelden" is located in the top right corner of the header. Below the header, a breadcrumb trail reads "home > [schrijfvaardigheid](#) > english". A left sidebar contains a list of navigation links: "About", "Text", "Grammar", "Vocabulary", "Style", "Genre", "Standards", and "Extra". The main content area is titled "English" and contains three news items, each starting with a purple "en" icon and a document icon:

- 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

Mini course on academic writing

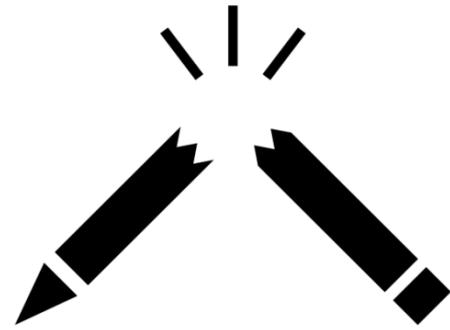
Are you struggling to write or to start writing your paper, bachelor's dissertation or master's dissertation in English? The Department of Educational Policy comes to the rescue with a crash course on academic writing. The mini course consists of two sessions: one on writing preparation and structure, and one covering specific language and (academic) style issues.

The mini course is open to all UGent students, and you do not need to register in advance. Just show up on time for one or more of the sessions. The series is organized twice in the first semester and you can combine any 'Academic Writing I' session with any 'Academic writing II' session. Just pick the dates that fit your schedule!

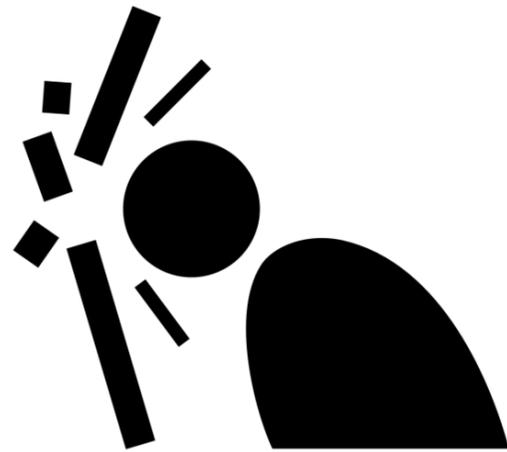
Date	Time	Location	Session
Friday 18/10/2019	14:30 - 16:30	Campus Boekentoren (Blandijn) - room 110.037	Academic writing I: writing preparation and structure
Friday 25/10/2019	14:30 - 16:30	Campus Boekentoren (Blandijn) - room 110.037	Academic writing II: language and style
Friday 8/11/2019	14:30 - 16:30	Campus Boekentoren (Blandijn) - room 110.037	Academic writing I: writing preparation and structure
Friday 22/11/2019	14:30 - 16:30	Campus Boekentoren (Blandijn) - room 110.037	Academic writing II: language and style

If you already have a first draft but want to ask specific questions about language, structure or style or if you would like to receive language feedback on your text, you are most welcome to drop in on a special walk-in feedback session on 3 December 2019 (12:00 - 17:00). Or if you are just looking for a productive writing environment, you can bring your laptop and make the most of our inspirational writing vibes. You don't have to stay the entire afternoon, just walk in (and out) when you feel like it!

WALK-IN SESSION @CENTER



Created by Nick Kinling
from Noun Project



Created by Luis Prado
from Noun Project

What?

- Looking for company while writing your paper or dissertation? Join our writing squad and make the most of our positive writing vibes.
- Get live feedback on your writing assignment and answers to all your writing and academic language questions from language policy workers Fieke, Mit and Liesbet.

For whom?

- For procrastinating writers.
- For everyone struggling to translate their research into a clearly structured and well-written text.

When?

- **Tuesday 3rd December 2019, 12:00 – 17:00**
- No need to register in advance.
- Hop in (and out) whenever you like!

Where?

- Campus Boekentoren – Blandijn
- Blandijnberg 2, 9000 Gent – room 110.022

©ENTER – ACADEMIC WRITING CENTER

- Starting this academic year (semester 2)
- Individual feedback on writing assignments
 - book an appointment
 - mail your text in advance (max. 4 pages)
 - receive live feedback on language, structure and style

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.

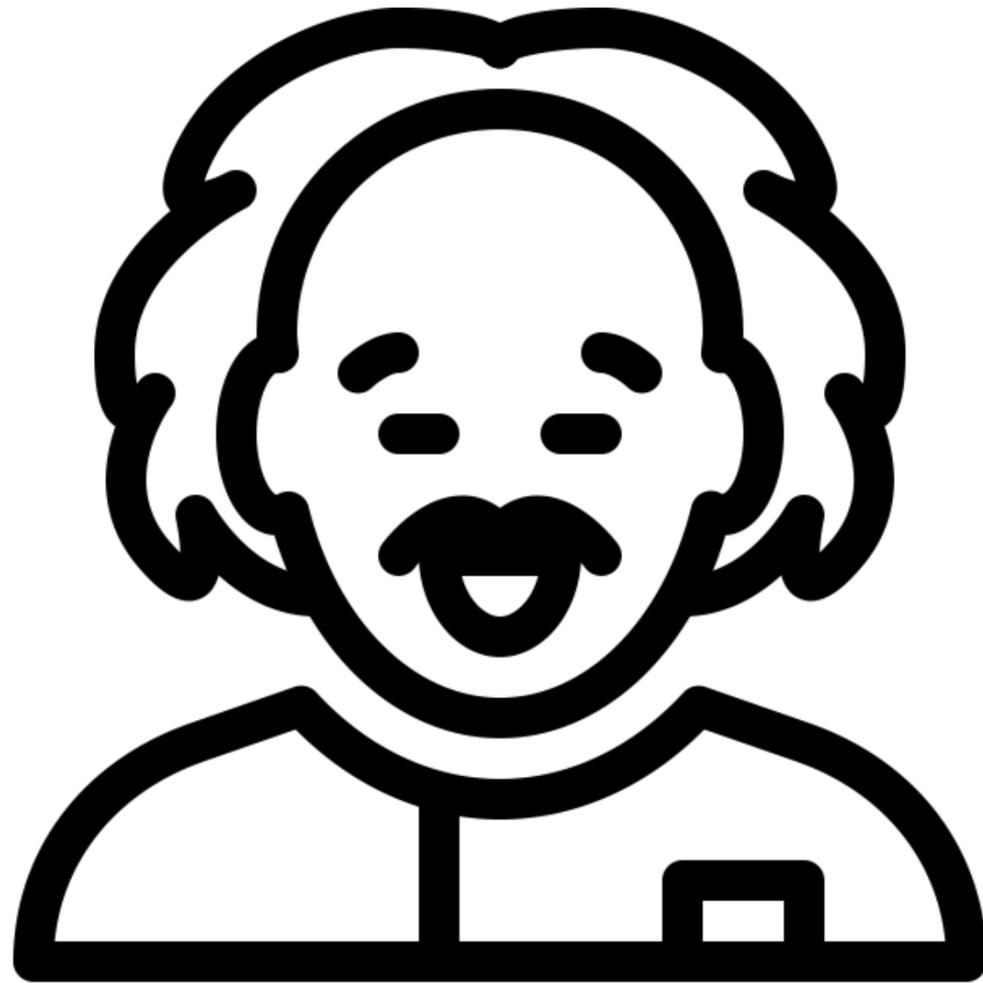
(Matthew Arnold)

izquotes.com

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

6. ACADEMIC WRITING STYLE

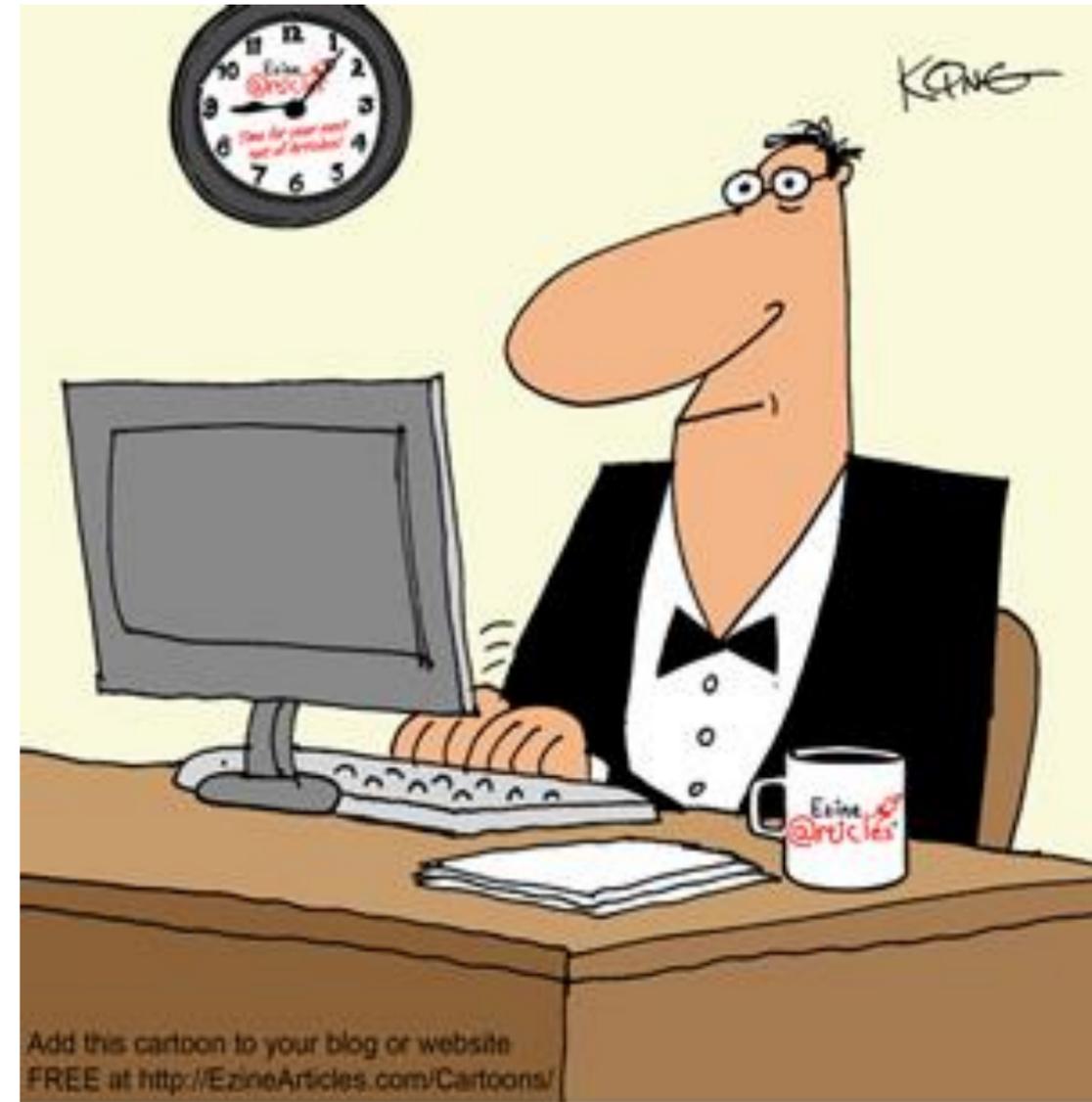


Created by icon 54
from Noun Project

“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. 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.

6. ACADEMIC WRITING STYLE

- Formal
- Analytical
- Objective
- Explicit
- Concise



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*

6. ACADEMIC WRITING STYLE: OBJECTIVE

ACTIVE AND PASSIVE VOICE

I used a variety of techniques to analyze my material.

→ *A variety of techniques were used to analyze **the material.***

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



Academic writing
First person pronouns
and choosing between
active and passive voice

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



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 (consistency)	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 2016...
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

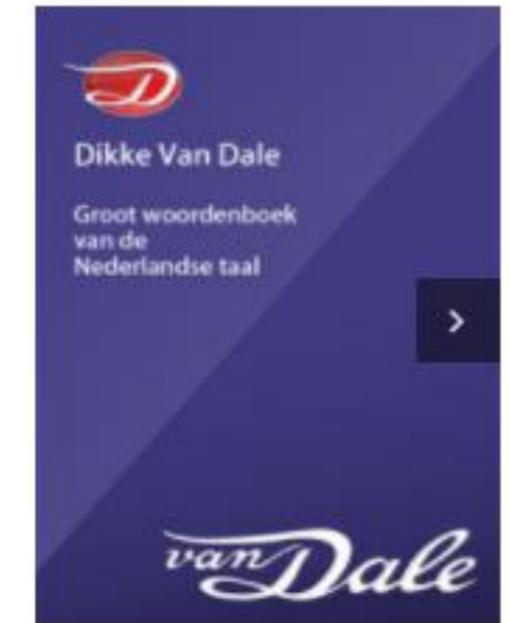
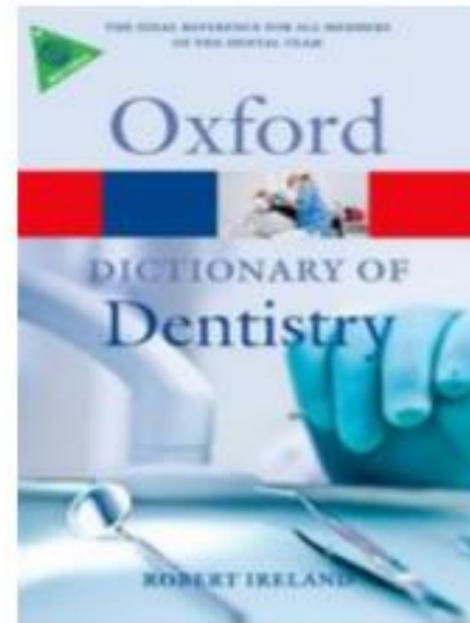
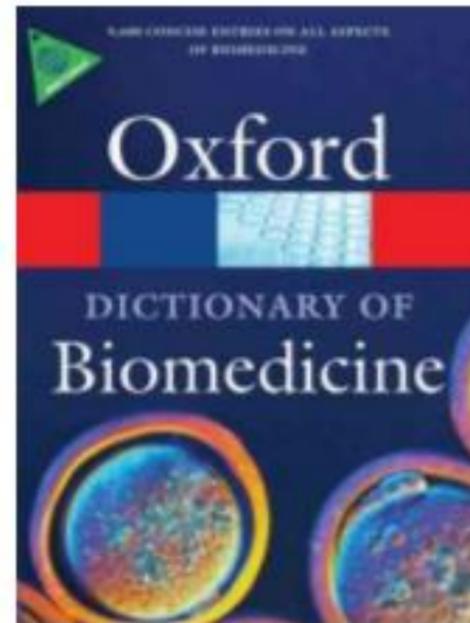
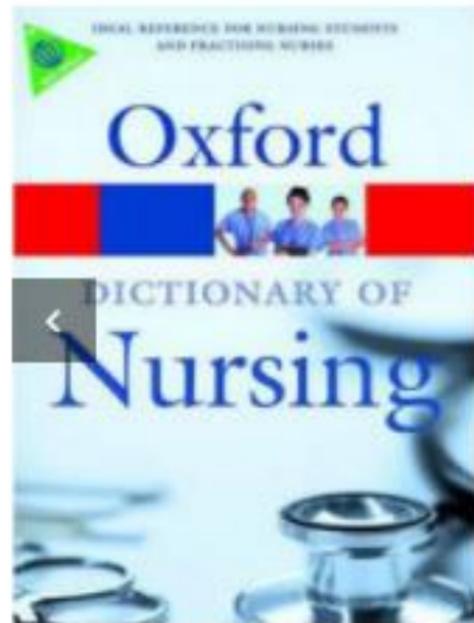
Do not use too many synonyms for the same concept



- '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

The University of Manchester

[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 can now be downloaded in PDF:

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
- Dungleish

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.

7. COMMON MISTAKES: GRAMMAR

Faulty parallelisms

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

*The article describes how today young people do not like to read but to play computer games 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: SPELLING

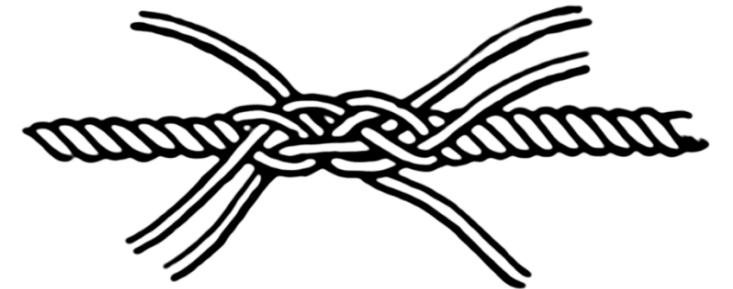
Always consult a dictionary!

- 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: 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'!

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.

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.

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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.

9. PARAPHRASING, QUOTING AND REFERENCING



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

Citing/referencing for students

CITING & REFERENCING

- Blits session Endnote: October 10 (presentation slides available)

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/>

- Schrijfhulp:

<https://www.ugent.be/student/nl/studeren/taaladvies/schrijfhulp.htm>

- MOOC on academic writing:

<https://www.youtube.com/playlist?list=PLeVxAnFsasIqIc8b03kHA3tw-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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