

# ACADEMIC WRITING & EDITING 2016

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# THREE STAGES

PLANNING



WRITING



EDITING

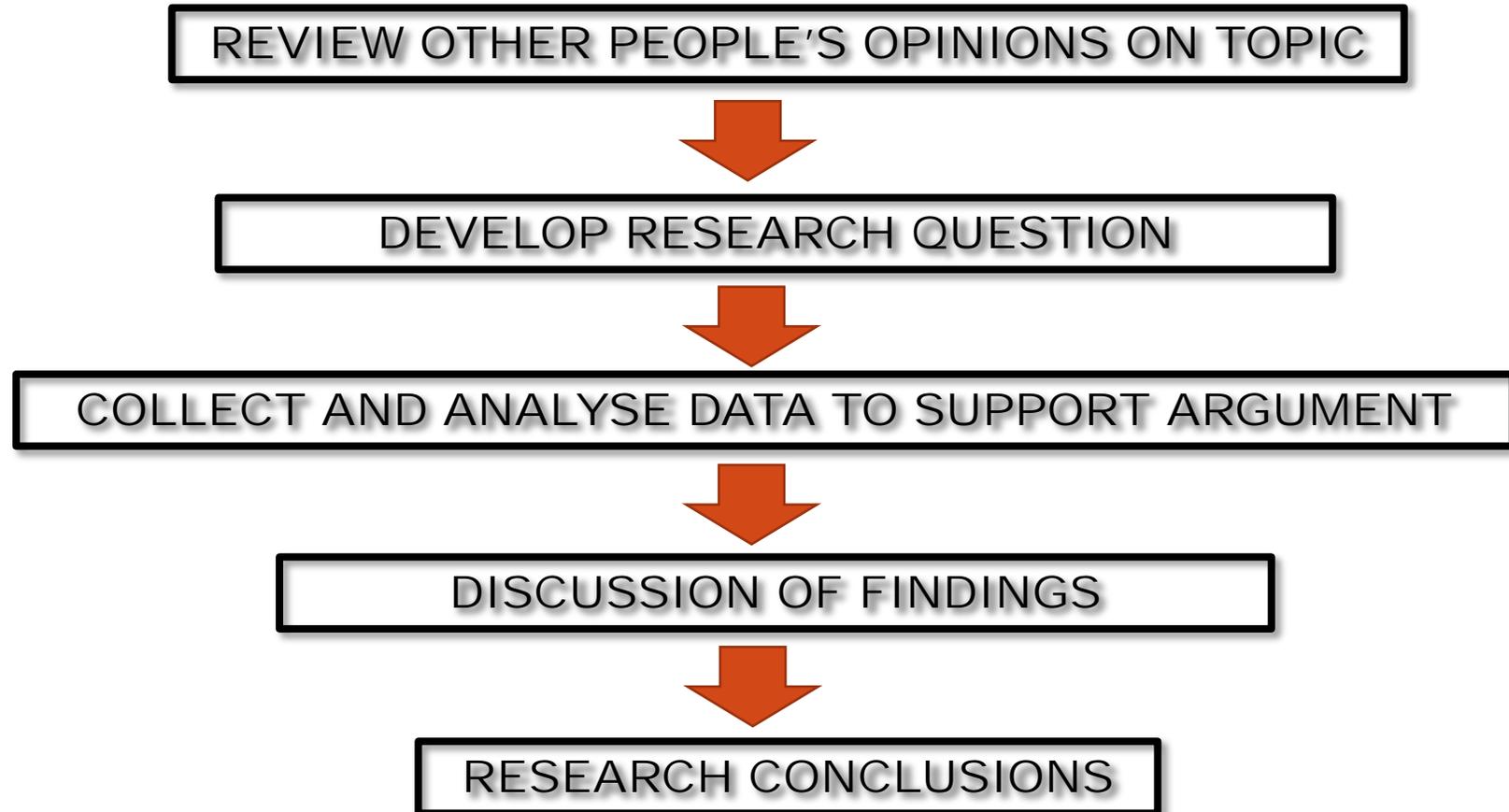


# PLANNING

- You need to know what you are going to write about
- It should fit into **the research theme/s** of your Faculty and Department
- You or your supervisor or the HOD decides on a **topic**
- You must **refine the topic, read the literature** and find a **research question**
- The best **research method/s** should be selected to **collect and analyse data** to **answer the research question**



# PLANNING A LOGICAL FLOW



# FROM RESEARCH QUESTION TO THESIS

- Colorado State University has a detailed online course that explains how you move from a research question to a hypothesis:

*“ Examine your question and do a little brainstorming as to what the possible answer(s) might be: make some educated guesses and write them down.”*

(<http://writing.colostate.edu/guides/page.cfm?pageid=436&guideid=21>)

- A good way to do this is to read your research question to yourself a few times, then discuss it with a friend.
- **Then write about 100 -200 words that you think would be the conclusion of your thesis, starting with “it is concluded that” . This should answer your research question...**



# CHARACTERISTICS OF ACADEMIC WRITING

- **Plagiarisms are absent! It is your own work!**
- It has a **clear focus** on the **research topic**, supported by :
  - **published opinions** of other researchers, and
  - accurate **results obtained** by the researchers
- It **analyses facts or data,** to support the authors opinion
- It **answers a research question** in a **logical way**
- It has a **formal style** without slang or jargon
- The language used is **concise and precise**
- **Layout, grammar** and **spelling** are correct



# PLAGIARISM

- ***Plagiarism*** is the use of others words, ideas, images, etc. without citation.
- It can be easily avoided by adequately referencing and citing all information you use from other sources.
- You can be expelled if you plagiarise
- Further details on the UP website [www.library.up.ac.za](http://www.library.up.ac.za)
- The University uses the programme “Turnitin” to check your work for plagiarism.



# HELP WITH ACADEMIC WRITING

Dr N Bowker ( 2007) from Massey University has written an excellent guide to Academic writing that you can download from the Internet.

Visit:

<http://owll.massey.ac.nz/pdf/Academic-Writing-Guide.pdf>



# CITING REFERENCES

- You need to use **other authors opinions to develop your research question** and **motivate or discuss** your research findings
- However, you cannot just cut and paste pieces from the articles and publications that you read
- You can **quote directly, using italics:**  
“ *The moon is like a great round hunk of cheese*” ( Jerry , 1946)
- However, it is better to “ **paraphrase**” or “**summarise**” other authors work and add their names and a date as “**references**” at the end of your work with “**citations**” in the text:

**Jerry (1946)** likened the moon to a large spherical piece of cheese.



# CITING REFERENCES IN THE TEXT

- There are several ways of citing references. Choose the one your Faculty supports
- The American Psychological Association (**APA**), **Harvard** and **Vancouver** are popular at UP
- The UP library can help you with writing references in the right format:  
<http://www.library.up.ac.za/referencing/>
- **Refworks** <sup>TM</sup> and **Endnote** <sup>TM</sup> are software programs that can be used to assist with using references and citations in the correct format. Both are available through the UP library.
- Word can also be used:

<https://www.youtube.com/watch?v=19-E1OCdvvbY>



# CITING AND REFERENCING RULES

▪ **NB: Each Faculty has its own rules: check student guidelines!**

- If you have two articles by the same author, the first one according to the alphabet one becomes (a) and the later one (b) etc:

Smith NB 2013 (a) An end in sight. Journal of Seeing 3(2): 111-113

Smith NB 2013 (b) Before the end is reached. Journal of Reached 4 (1): 55-58

When you cite it: “Smith (2013a) maintains that the end is in sight, while Smith (2013b) indicated that the end is reached.”

- If there are two authors you cite them as “Smith & Brown (2015)” while if there are more than two it becomes: “Smith et al., (2015)”

<https://www.youtube.com/watch?v=NDgqqPvMn0U>



# STARTING OUT IN STYLE

**The “style” to be used in academic writing is linked to a formal layout that is specified by:**

- A specific **University document template** available for your Faculty
- **Authors guidelines in the journal** you choose for publication
- It includes
  - List of headings and subheadings required ( eg Chapter 1 INTRODUCTION)
  - Font size, line spacing and page margins
  - Method of referencing the literature ( eg APA, Harvard or Vancouver)
  - Page numbering is essential
  - Be consistent



# MICROSOFT WORD CAN HELP

- Microsoft Word has the tools to help you

<https://www.youtube.com/watch?v=8z4m2qpiImk>

- Page layout Portrait: A4 size
- Select the correct margins ( usually 3cm left, all others 2.5cm)
- Font size and type ( usually 10 or 12, Arial, Times New Roman or Calibri)
- No indents unless requested by your Faculty
- Line spacing 1.5 or 2.0
- Single column
- Footnotes if required
- Headings, subheadings, table of contents

[https://www.youtube.com/watch?v=2G7lr\\_7qqkc](https://www.youtube.com/watch?v=2G7lr_7qqkc)



# BUILDING YOUR ARGUMENT

- Between your research question and the conclusion, you have to write a **convincing set of arguments** that persuade the reader (or editor) that you have the correct answer.
- First you **review other researchers opinions**
- Then you do research to give weight to your own arguments through the **analysis of data**
- Your argument is presented in a **logical way**
- This can be done by **using headings and subheadings** in a scientific document
- **Paragraphs** must also have a **logical flow**
- **Sentences** within a paragraph **also have a logical flow**



# HEADINGS, SUBHEADINGS & LOGICAL FLOW

- In scientific writing, there are **several key words or concepts** which are described, researched and discussed.
- Often these are related to the **dependent and independent variables** in your research question and hypothesis
- Each of these **key concepts can form a heading** and its **components follow as subheadings**
- By **keeping all sentences and paragraphs for each key concept under the same heading**, you start to build up a **logical flow** for your document.
- This can already be done in the **planning stage** by writing down the headings and subheadings in the **Table of Contents**.



# NUMBERING HEADINGS & SUBHEADINGS

## CHAPTER 1

### 1. Introduction

It has been suggested that the moon is made of blue cheese (Tom & Jerry, 1946).

#### 1.1 The Moon

The moon rises in the east after the sun has set (Tom, 1946). Other authors maintain it also appears in daylight (Jerry, 1946; Smith, 1962)

##### 1.1.1 Lunar tunes

Several romantic songs have been written about the moon and are shown in Table 1.

#### 1.2 Blue cheese



# SENTENCES

- A **sentence** is a group of words with a **capital letter** and a **full stop**.
- A sentence has a **subject, verb and object** and **word order** is very important:

<https://www.youtube.com/watch?v=VPyo8-Pr55Q&feature=youtu.be>

- A sentence must express a **complete thought**
- Sentences can be **simple, compound or complex**

Richard P Carrigan English 101 Compound sentences

<https://www.youtube.com/watch?v=zfLoearQ3PE>

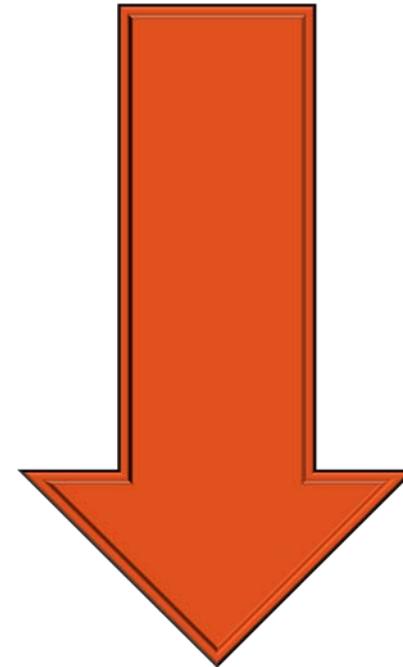


# SENTENCES

How to sequence your words in a sentence

- **The order is:**

1. Who (Subject)
2. What (Verb) and / or (Object)
3. Where
4. When
5. How
6. Why



# AN EXAMPLE

- **John** ate breakfast **on the train** **this morning** **as he was late**.

(**WHO**)-(WHAT)-(WHERE)-(WHEN)-(WHY)

- If you have different magnitudes , you order them small to large in a sentence, e.g (WHERE)

e.g. **John** lives in a **house**, in **Pretoria**, in **South Africa**.

(Reference:YouTube [Http://youtu.be/VPyo8-Pr55Q](http://youtu.be/VPyo8-Pr55Q) 13.14 minutes)



# PREDICATED IN WRITING WELL

Watch how you treat your verbs!

- Do not turn verbs into nouns
- Put your verb early in the sentence near to the noun

Excellent YouTube video obtainable at:

[Http://youtu.be/O-NZFSrqHB0](http://youtu.be/O-NZFSrqHB0)



# SENTENCES SHOULD BE “CONCISE” (SHORT)

- Only use words that contribute to the meaning of a sentence.
- Eliminate opening “fillers” .
- Revise “wordy phrases” eg “this point in time” becomes “now”.
- Eliminate redundant words eg “Consensus of opinion” becomes “opinion”.
- Replace commas with full stops. So you turn a long sentence into two or more short sentences.

Reference: [Http://youtu.be/dyy7FJq-Jlk](http://youtu.be/dyy7FJq-Jlk)



# PUNCTUATION

- Capital letter at the beginning of every sentence, full stop at the end.
- Use of capital letters for other reasons (See English & v Tonder, 2012) – is quite complex.
- The comma, should be used, between every new clause or thought, in a sentence. It should always be used after “which”, but never, before “and”, unless you also put it after , “and”, continue the sentence.
- “Semi-colons” are seldom used, but useful for lists.
- Colons: usually indicate a “bullet” list
- Sentences should not start with “And”, a number (1 12) or an Acronym (WHO).



# STYLE: VOICE, TENSE, PERSPECTIVE AND WORDINESS ARE IMPORTANT

- “Passive” versus “Active” voice.
- Tense: Past, Present or Future: be consistent. Most scientific writing is in past tense
- Perspective: who is telling the story. Be consistent. Preferably do not use first person perspective (“I”, “we”) in scientific writing
- Wordiness: adjectives should not be used much in scientific writing. “Active voice” decreases the number of words

Reference : [Http://youtu.be/ZIVwFRco28Y](http://youtu.be/ZIVwFRco28Y)



# WORDINESS CUT UNNECESSARY WORDS

- Excellent YouTube video on editing extra words out of a paragraph.

[Http://youtu.be/91jo4kX7Cq0](http://youtu.be/91jo4kX7Cq0)

- Any sentence that goes over 3 lines is too long. Read it aloud to yourself. Where you have to breathe, you probably need a full stop.



# PARAGRAPHS

- Each **paragraph starts on a new line.**
- A paragraph consists of :
  - A **topic sentence** which tells the reader the main or controlling idea of the paragraph
  - Three or more **supporting sentences** which explain or expand on the topic
  - A **linking or concluding sentence** which links this topic to the topic of the next paragraph

Richard P Carrigan English 101 Paragraphs:

<https://www.youtube.com/watch?v=0LGZi14n5sg>



# EDITING

- A scientific article is usually edited more than 10 times before it is published.
- Why edit? Scientific writing must
  - Have consistent, correct formatting and layout
  - Be well researched with clearly written ideas
  - Record accurate research findings
  - Have a logical flow and good arguments
  - Be free of spelling and grammatical errors
  - Have correct citing and referencing
  - Be free of repetition



# CHECKLIST FOR EDITING

- Check correct layout and word number in line with Faculty/Journal guidelines
- Check font size and type for text and headings
- Check line and paragraph spacing for correctness and consistency
- Check spelling and grammar (this can be done automatically by Microsoft Word)
- Check word order, tense, voice, wordiness
- Acronyms and Abbreviations are spelled out the first time they are used
- Check Heading and Subheading numbering, page numbers and Contents pages
- Check numbering of Tables and Figures
- Check method of citing according to Faculty/Journal guidelines
- Check layout of reference list for consistency and correctness



# EXAMPLE - POOR CONSISTENCY

## 1. HEADING

### 1.1 Subheading

The quick brown fox jumps over the lazy dog.

## 2) HEADING:

### 2.1 SUBHEADING

**The quick brown fox jumps over the lazy dog.**

**Exercise: Rewrite these headings, subheadings and text, using Times New Roman font size 12, with double spacing.**



# EDITING REFERENCES (EXAMPLES)

- Vancouver

<https://www.youtube.com/watch?v=NAGsnDQwfbY>

- Harvard

Material Type	In-Text Example	Reference List Example
Journal article: available on CMO	(Jennings, 1997)	Jennings, P 1997, 'The performance and competitive advantage of small firms: a management perspective', <i>International Small Business Journal</i> , vol. 15, no. 2, pp. 63-75. Available from: The University of Western Australia Australian Library Course Materials Online. [1 September 2004].
Journal article: print	(Conley & Galeson, 1998)	Conley, TG & Galeson, DW 1998, 'Nativity and wealth in mid-nineteenth century cities', <i>Journal of Economic History</i> , vol. 58, no. 2, pp. 468-493.
Journal article: electronic database	(Liveris, 2011)	Liveris, A 2011, 'Ethics as a strategy', <i>Leadership Excellence</i> , vol. 28, no. 2, pp. 17-18. Available from: ProQuest. [13 October 2015].



# EDIT THESE REFERENCES (!)

1. Aho, P. World Chicken Growth Rebounds in 2008. Arbor Acres, *Broiler Economics Bulletin*; Volume XIV No. 6 (2006)
2. Akkaya L., Atabay H.I., Kenar B. and Alisarli M. 2006. Prevalence of Verocytotoxigenic *Escherichia coli* o157:h7 on chicken carcasses sold in Turkey. *Bulletin of the Veterinary Research Institute in Pulawy*. No.4 Vol: 50. Pp: 513-516
3. Bilgili, S. 2010. Assuring safe and Wholesome poultry products. *World Poultry*. No.2 Vol 26: 34-47
4. Bonardi, S., Salmi, F., Riboldi, E., Bacci, C. & Brindani, F., 2008 Detection and count of *Salmonella enterica* in pork and poultry meat products. Springer Science + Business Media B.V. 32 (Suppl 1):S315–S317, DOI 10.1007/s11259-008-9137-8. Parma, Italy.
5. Bremner, A. and Johnston, M. 1996. Poultry Meat Hygiene and Inspection. WB Saunders Company Lda. UK. Chapters 2, 7, 8 and 10.



# SPELLING, GRAMMAR, JUSTIFICATION & SPACING

The document is complete and has enough detail. Logical arrangement of information, Contents gives correct heading, page etc Both the tone and level of information are appropriate for the audience.

Terminology is consistent; new terms are defined when they are introduced, each term has one meaning, and the same term is used throughout the document. Paragraphs are complete, organized units of information. Transitions between paragraphs are smooth.

Voice is active. Sentences are well structured and clear. Lists are parallel. Introductory sentences and punctuation should be correct for the type of numbered, alphabetical, or bulleted list as described in the Writing style is economical and concise and does not contain throw-away words and phrases. Word choices and phrases are appropriate for international audiences. Acronyms and abbreviations are spelled out the first time that they are used in a section. matches guidelines

**ALIGNMENT:** <https://www.youtube.com/watch?v=86LpuRagCKc>

**SPELLING, GRAMMAR, STYLE:**

<https://www.youtube.com/watch?v=IDdDSJ7kc9U>



# EDITING USING MS WORD

## ADD COMMENTS

- Click “REVIEW”
- Click “Show Comments”
- Click “New Comment”
- Write your comment

## REVIEW

- Click “REVIEW”
- Click “Track Changes”
- Make Changes
- “Accept” or “Reject” changes

<https://www.youtube.com/watch?v=N6ZkGHn8Ulk>





MÉXICO 2008

FIL-IDF WORLD DAIRY SUMMIT & EXHIBITION  
FIL-IDF CUMBRE MUNDIAL DE LA LECHE & EXPO



EDUARDO  
LUNA

ELISABETH  
VINDEL

FRANCISCO  
GALINDO

TEODOMIRO  
ROMERO

CHERYL  
McCRINDLE

**Thankyou for your attention!**