Academic Writing

Effective academic writing demonstrates **clear**, **critical thinking** and the ability to make arguments stronger by supporting them with **evidence**.

Examples of types of Academic Writing:

Research Article   Thesis   Literature Review   Abstract   Lab Report

Academic Writing requires:

- Critical thinking
- The ability to create a convincing argument
- Good research skills

Academic Writing is ….

OBJECTIVE

- Backs up claims with **evidence**

- Uses logical reasoning, **facts** are more important than feelings

- Uses specific rather than general terms, such as '100 people' instead of 'some people'

 - Uses the specialized vocabulary of the field

FORMAL

- Avoids slang and casual expressions

- Avoids using **abbreviations** such as 'don't' and 'can't'

- Uses correct grammar, spelling, and formatting

- Is clear and easy to read and understand

COHERANT

- Has logical connections between sentences

Adapted from www.port.ac.uk/ask and IADT Student Learning Resources

- Paragraphs are unified by the same idea

CAUSIOUS

- Beware of words like 'should', 'ought' and 'must', and think carefully before using words l like 'definitely'

- Instead use words such as 'possibly', 'probably', 'likely', 'seems', 'may' and 'could'

Avoids using PERSONAL PRONOUNS

- Usually avoids writing in the first person e.g. using 'I' 'me' 'us' 'we' 'our'

(You may be asked to write in the first person when writing reflective journals)

- Here are some alternative examples:

Instead of	Use
I think	From examining the findings,
I feel	In light of the evidence,
I believe	From previous research,
I am convinced that	Considering the results,
I liked	As shown in the diagram,
I agree	It is evident from the data that
I disagree	The literature suggests
I am sure that	Given this information,
It is my belief that	Some theorists argue that

CLEAR

- Your goal is to communicate clearly

- Being concise will help you be clear. Don't use three words if one will do.

Reduce wordy verbs

a.	is aware, has knowledge of ----------> knows

b.	is taking --------> takes

c.	are indications --------> indicate

d.	are suggestive --------> suggests