

# Introduction to Academic Writing Style

Here are a few general points to remember when you are writing your assignments. As well as using appropriate language and aiming for 100% accuracy in your grammar and vocabulary, you should also remember that you're writing for someone else, and hence the importance of punctuation, sentences, paragraphs and overall structure, all of which help the reader.

## AVOID SOME ASPECTS OF INFORMAL ENGLISH

- Don't (do not!) use contractions (e.g. it's, he'll, won't etc): always use the full form (it is/has, he will, would not).
- Don't use colloquial language or slang (e.g. kid, a lot of/lots of, cool), rather use formal language (e.g. child, many, good).  
always write as concisely as you can, with no irrelevant material or "waffle".
- Generally avoid "phrasal verbs" (e.g. get off, get away with, put in etc): instead, use one word equivalents (e.g. remove, manage, added).
- Avoid common but vague words and phrases (e.g. get, nice, thing). Your writing needs to be more precise.
- Avoid overuse of brackets; don't use exclamation marks or dashes; avoid direct questions; don't use "etc".
- Always use capital letters appropriately and never use the type of language used in texting!

## STRUCTURE YOUR WRITING CAREFULLY

- Make sure you write in complete sentences.
- Divide your writing up into paragraphs.
- Use connecting words and phrases to make your writing explicit and easy to follow.
- Check your grammar and spelling carefully.

## MAKE YOUR WRITING FORMAL AND IMPERSONAL

- Generally avoid personal language (I, my, we etc), but check with your supervisor or tutor. Never use emotive language; be objective rather than subjective.
- Avoid being too dogmatic and making sweeping generalisations. It is usually best to use some sort of "hedging" language (see below) and to qualify statements that you make.
- You should consistently use evidence from your source reading to back up what you are saying and reference this correctly.
- Avoid sexist language, such as chairman, mankind. Don't refer to "the doctor" as he; instead, make the subject plural and refer to them as *they*. Avoid he/she, herself/himself etc.
- Use nominalisation; that is, try to write noun-based phrases rather than verb-based ones.

**E.g., instead of:** *Crime was increasing rapidly and the police were becoming concerned.*

**Rather write:** *The rapid increase in crime was causing concern among the police.*



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## HEDGING/AVOIDING COMMITMENT

In order to put some distance between what you're writing and yourself as writer, or to be cautious rather than assertive, you should:

- Avoid overuse of first person pronouns (I, we, my, our)
- Use impersonal subjects instead (It is believed that ..., it can be argued that ...)
- Use passive verbs to avoid stating the 'doer' (Tests have been conducted)
- Use verbs (often with it as subject) such as imagine, suggest, claim, suppose
- Use 'attitudinal signals' such as apparently, arguably, ideally, strangely, unexpectedly. These words allow you to hint at your attitude to something without using personal language.
- Use verbs such as would, could, may, might which 'soften' what you're saying.
- Use qualifying adverbs such as some, several, a minority of, a few, many to avoid making overgeneralisations.

### Exercise 1

Replace the phrasal verbs in the sentences with a more appropriate verb from the list below. Remember to keep the same tense.

*fluctuate investigate eliminate raise reduce propose intervene establish*

1. Researchers have been **looking into** the problem for 15 years. \_\_\_\_\_
2. This issue was **brought up** during the seminar. \_\_\_\_\_
3. It is assumed that the management knows what is happening and will therefore **step in** if there is a problem. \_\_\_\_\_
4. Schools cannot altogether **get rid of** the problem of truancy. \_\_\_\_\_
5. The number of staff has been **cut down** recently. \_\_\_\_\_
6. It was very difficult to **find out** exactly what happened. \_\_\_\_\_
7. House prices have a tendency to **go up and down**. \_\_\_\_\_
8. A potential solution was **put forward** two years ago. \_\_\_\_\_

### Exercise 2

Replace the following phrasal verbs with a single, more formal word.

1. The locals could not **put up with** the visitors from the city. \_\_\_\_\_
2. The decline was **brought about** by cheap imports. \_\_\_\_\_
3. The university is **thinking about** installing CCTV. \_\_\_\_\_
4. Sales are likely to **drop off** in the third quarter. \_\_\_\_\_
5. He **went on** speaking for over an hour. \_\_\_\_\_
6. The meeting was **put off** until December. \_\_\_\_\_
7. The cinema was **pulled down** ten years ago. \_\_\_\_\_
8. People have **cut down on** their consumption of beef. \_\_\_\_\_

### Exercise 3

Which of the two alternatives in bold do you think is more appropriate in academic writing?

1. The government has made **considerable/great** progress in solving the problem.
2. We **got/obtained** excellent results in the experiment.
3. The results of **lots of/numerous** tests have been **pretty good/encouraging**.
4. A loss of jobs is one of the **consequences/things** that will happen if the process is automated.
5. The relationship between the management and workers is **extremely/really** important.
6. Some suggestions **springing up from/arising** from the study will be presented.

### Exercise 4

Use a more formal word or phrase to replace those in bold.

1. The reaction of the officials was **sort of** negative. \_\_\_\_\_
2. The economic outlook is **nice**. \_\_\_\_\_
3. Politicians are planning **a get together** to discuss their strategy. \_\_\_\_\_
4. The resulting competition between countries is **good**. \_\_\_\_\_
5. The economy is affected by **things** that happen outside the country. \_\_\_\_\_
6. She was **given the sack** because of her poor record. \_\_\_\_\_
7. The examination results were **super**. \_\_\_\_\_

### Exercise 5

Replace the contractions in the following sentences with the correct full forms.

1. The results **weren't** very encouraging. \_\_\_\_\_
2. **We'll** have to conduct another experiment. \_\_\_\_\_
3. **She's** been all around the world. \_\_\_\_\_
4. **It's** the best solution to the problem. \_\_\_\_\_
5. Teachers **aren't** paid what **they're** worth. \_\_\_\_\_
6. His response was, "A **job's** a job; if it **doesn't** pay enough, **it's** a lousy job". \_\_\_\_\_
7. **He'd** rather announce the findings at the conference. \_\_\_\_\_
8. The department's approach **didn't** succeed. \_\_\_\_\_

### Exercise 6

Suggest improvements to the following sentences to avoid use of "you" and "we".

1. You can apply the same theory of learning to small children.
2. You can only do this after the initial preparation has been conducted.
3. The figures are accurate to within 1%, but you should note that local variations may apply.
4. In the second section of the report, we will consider the environmental consequences.

### Exercise 7

Suggest alternatives to the following to avoid use of personal language.

1. In this essay I will discuss the main differences between the English and Scottish legal systems.
2. I have divided my report into five sections.
3. I will conclude by proposing that all drugs should be legalized.
4. The opinion of the present author in this essay is that the importance of the monarchy should be reduced.
5. In the third part of the essay, we will look at the reasons for public hysteria over the SARS virus
6. Although I am not an expert in the field, I have tried very hard to understand the main ideas.

### Exercise 8

Use "hedging" to make these statements more cautious.

1. Today everyone uses credit cards for all their shopping.
2. Drinking wine is bad for you.
3. Global warming will have disastrous consequences for the whole world.
4. Teleworking leads to isolation.
5. Women are worse drivers than men.

### Exercise 9

Rewrite the following in a more formal style.

1. The positive feedback made up for the problems we came across during the trials.
2. You can clearly see the differences between these two learning processes.
3. The subjects didn't have much difficulty with the task.
4. We found example after example of autonomous systems in lots of countries.

**Adapted from:** Birmingham City University, Centre for Academic Success, Study guides: Writing. [Online] Available at: <http://library.bcu.ac.uk/learner/writingguides/1.20.htm> [Accessed 11 March 2015]

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