Format

• Some:
  – Rules (not always of thumb)
  – Practice
  – Structure
  – References
Rules

- **Formal Language**
  - No 1st person (I/ me / you)
    - Third person passive or One
  - No slang or colloquialisms
  - Don’t begin sentences with conjunctions
    - However instead of But
    - Thus it can be seen instead of And so
  - Do not use contractions
Rules

• Justify your assertions

*It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife* (Austen, 1813)

– Is it?

– Assumes reader will have heard of Austen and therefore will provide own credibility factor
Rules

• Justify your assertions
  – Refer to a respected source who agrees with your point
  – Cite a discussion of the supporting and contradicting arguments
  – Provide evidence within the paper for support
  – Check Accuracy

• Assess significance of point to work of the thesis
Rules

• Check your grammar
  – Help with this from Heather Smiegel or David Waters
    • Needs time to provide effective help
  – Best to read formal prose at time going to write
  – Write then correct (ask a friend)
    • Do not let concerns about grammar inhibit the flow

• Good writing is simple writing
  – Avoid pomposity
Practise

• Refer to separate document
Structure

• Think about:
  – Order of material presented
    • What needs to be presented when (incremental?)
    • Does it help to explain Y if Q already explained
  – Relationships between material
    • What topics fit together
      – Fitting in the odds and sods
    • What topics are associated or linked
Structure

• Recursive Linked Lists
  – The beginning should point to the middle and hint about the end
    • Introduction should rephrase the question to point out the emphasis given in the following text, describe the content and link to the next section
  – Middle should be in sections with links from previous and to next section
    • Paragraphs should themselves have pointers to next one
Structure

• Recursive Linked Lists
  – End should point back to middle and introduction
    • No new concepts or significant facts

• Aim is to give the reader a feeling of confidence in you and the material

• Use features of Word to help arrange material
Structure

• Useful phrases
  – X is thus an important concept to understand.
    • Next paragraph about X
  – Before the implications of Q can be understood its relationship to Y needs to be discussed.
  – Three aspects of R relate to this topic: R1, R2 and R3. Each will be discussed in turn
    • R1 is …. / .. Which is significantly different to R2
Structure

• Headings and sub-headings
  – use features of Word so can see and re-arrange in Outline View
    • Also Styles and Table of Contents
  – Much easier than no section / sub section headings
  – Linking is still just as important
    • Why am I reading this?
References

• Information referred to in the text
  – The following discussion is based on Briggs and Bloggs (1999)
  – Fletcher (2000) mentions that
  – ‘is found only in circumstances where T exists’ (Loane, 1998a).
  – Several authors mention that …….. (Zade, 1999, Jones, 2000, Frame, 2001)
References

• Format
References

• Et al
  – Et alia, means ‘and others’
  – Two authors, name them both
  – More than 2, (Bloggs et al, 1999)

• Op cit
  – Opus citum supra means ‘work cited above’
  – Posh way of saying same reference as just cited
    • Many now repeating reference
References

• Check
  – All references used are in reference list
  – All references in reference list are cited
  – Your examiners will!
References

• Bibliography
  – Background reading done but not referred to
  – Keep short
    • Opportunity to show have read standard texts
    • Interesting related material
    • Large bibliographies fail to impress
Practice

• **Practice helps you**
  – Estimate time it takes to write effectively
  – Learn how to exploit features of word
  – Spend time on document structure
  – Write more fluently

• **Choose at least one unit that will give you practice in writing English**