ACADEMIC WRITING STYLE AND LANGUAGE

MODULE 9

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INTRODUCTION

Academic writing is a fundamental skill that involves conveying ideas and arguments in a scholarly manner. Crucial elements that contribute to the effectiveness of academic writing are:

CLARITY:

- Effective communication involves expressing ideas clearly and concisely.
- Writers may improve their work by using clear, succinct language.
- This reduces misunderstanding and maximizes the eect.
- Communication and knowledge transmission require clear expression of ideas and arguments.
- Reader comprehension and information interchange improve when core concepts are easily understood.
- Clear writing also improves academic content accessibility.
- We can reach more people by making our content easy to grasp.

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PRECISION:

- Precision provides accuracy and specificity in academic writing.
- Using exact language helps to eliminate ambiguity and misinterpretation, allowing readers to completely understand the intended message.
- Precision enables the precise expression of complicated concepts, theories, and procedures.
- It also indicates the writer's understanding of the subject topic, raising the academic work's quality and credibility.

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COHERENCE:

Coherence is essential in academic writing to make sure that the reader can follow the flow of ideas and understand them.

This is achieved through the use of well-structured paragraphs, logical transitions, and a clear progression of arguments.

The ability to write coherently is crucial as it allows readers to easily grasp the author's intended message and follow their logical progression of ideas.

This, in turn, promotes a more profound comprehension of the subject matter at hand.

The formation of a connection between ideas is crucial in creating a unified and cohesive piece of work that is both easy to navigate and understand.

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These qualities enhance the overall quality of academic writing, facilitating comprehension and enabling readers to engage with the content effectively, thus fostering effective communication in the academic field.

TIPS FOR GRAMMAR AND LANGUAGE

Here are some tips to improve the quality of your manuscript with proper grammar and language usage.

1. AVOIDING SUBJECT-VERB AGREEMENT ERRORS
2. APPROPRIATE USE OF TENSES
3. APPROPRIATE USE OF PUNCTUATION MARKS
4. PROPER SENTENCE STRUCTURE IMPROVES READABILITY
5. ENSURE PARALLELISM IN SENTENCES
6. AVOID INCORRECT COMPARISONS
7. USE MODIERS CORRECTLY
8. AVOIDING JARGON IN A MANUSCRIPT
9. USE ACTIVE VOICE WHEREVER NECESSARY

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1 AVOIDING SUBJECT-VERB AGREEMENT ERRORS

A singular subject needs a singular verb, and a plural subject needs a plural verb. When the subject and verb do not correspond in number, it leads to a grammatical error called subject–verb disagreement.

For example,

The surgeon performs complex procedures with precision. (singular subject; singular verb)

Certain medications have potential side eects. (plural subject; plural verb)

LET'S EXERCISE:

The nurse _____ the medication to the patient. (administer/administers)

Subject: Nurse (singular);

Therefore, Verb: administers (singular)

- Medical advancements _____ a crucial role in improving patient outcomes. (plays/play)

Subject: medical advancements (singular)

Therefore, Verb: play (singular)

LET'S EXERCISE:

Note:

When the phrases "one in [plural number]" and "more than one" function as the subject, they always take a singular verb.

One in every six people in the world is Indian.

More than one student is American.

Note:

Some pronouns—both, others, few, many, and several—are always plural and take plural verbs.

Both doctors and nurses work together to provide comprehensive healthcare.

Many are of the opinion that anti-abortion laws should be revised.

Several papers have been written on the mating behavior of the yellow-cheeked crested gibbon found in Cambodia.

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LET'S EXERCISE:

- One out of every ten doctors in our hospital ___ a lecturer.(is/are)
- Few papers_____ been published in the literature on algorithms of this kind. (has/have)
- More than one subject in the study _____ multiple health conditions. (has/have)
- One in every five patients _____ painkillers. (receive/receives)
- Others _____ that there is no life after death. (believe/believes)

2 APPROPRIATE USE OF TENSES

Selecting the correct verb tense in every section of a manuscript can be challenging.
The most common tenses found in manuscripts are as follows:

1. Past tense: an action already occurred
2. Present tense: the action is currently occurring
3. Future tense: the event has not yet occurred
4. Perfect tense: the action is defined relative to another point in time

Each section and paragraph within each section may be written in a dierent tense:

INTRODUCTION

When stating a widely accepted fact, the present tense is used.

Example: DNA is composed of four nucleotides.

- When referring to a past study whose results are relevant to this day, the present perfect tense should be used (a form of the verb ‘have’ + past participle, such as "have reported" or "has been reported"). The present tense is used when a specific result, figure, or paper is the subject of a sentence.

Example: Jack et al. have shown that drug X is effective for treating disease Y.

INTRODUCTION

Statements that are no longer considered true should remain in the past tense.

Example: Early physicists thought that electrons traveled in defined orbits

.

The present tense can also be used to describe how the paper is organized

Example: This review describes the following topics.

- When specifically referring to the methods used in a previous paper, the past tense is used.

Example: John and Jane analyzed 50 samples and found 120 bacterial species.

MATERIALS AND METHODS

- Because this section describes work already completed, it is written in the past tense.

Example: The samples were analyzed by the investigators.

- However, if it describes work that will be done in the future (for example: a protocol), it will be written in the future tense.

Example: In the protocol, patients aged ⩾45 years will be included.

- When one action occurred before another, the past perfect tense can be used to indicate the earlier action, with the subsequent action in the simple past tense.

Example: Cancer cells that had been irradiated [past perfect] were studied [simple past] under a microscope.

RESULTS

- Because the authors describe findings that they have already made, the past tense is used.

Example: All participants reported a significant improvement in the quality of life.

- Because tables and figures are placed beside the text relevant to them, the present tense is used for references to tables and figures.

Example: Table 1 presents the amount of rainfall received over the last 4 years.

DISCUSSION

- The discussion section is usually written in the present tense; however, the results of the current study are written in the past tense.

Example: Our findings showed that the drug is efficient in killing the bacteria.

- The discussion may include the future tense if directions for future research are mentioned.

Example: The methods reported here will allow for rapid advancements in the field.

CONCLUSION

When referring to specific results or methods, use the past tense.

Example: In conclusion, the knockdown of the ABC gene resulted in various changes.

When presenting conclusions, use the present tense.

Example: Our study suggests that the ABC gene is important in promoting proliferation.

ABSTRACT

The verb tense chosen for the abstract should be based on the section of the text to which each sentence corresponds

NOTE: Take care to maintain consistency in the tenses of all verbs within one independent clause.

Incorrect: The authors performed new experiments and report their findings [1 independent clause; verbs have dierent tenses]

Correct: We performed new experiments and reported their findings.

If a sentence has multiple independent clauses, then each one can have its own tense. Correct: Here we found XYZ, and this result is consistent with previous reports.

3 APPROPRIATE USE OF PUNCTUATION MARKS

Semicolon

1.Equivalent to a period but shows that the clauses are related (the exact relationship might not be mentioned within the sentence). Must be preceded and succeeded by independent clauses only.

- Incorrect: X was analyzed; and was found to be positive (the underlined part is not an independent clause)
- Correct: X was analyzed; it was found to be positive. Correct: X was positive; therefore, it was analyzed further.

2.Used as a super comma in a list composed of other lists

Unclear: We visited places 1, 2, 3 in country X, 4, 5, and 6 in Y, and 7, 8, and 9 in country Z.
Better: We visited places 1, 2, 3 in country X; 4, 5, and 6 in Y; and 7, 8, and 9 in country Z.

3 APPROPRIATE USE OF PUNCTUATION MARKS

Colon

Shows a direct relation between clauses (the relationship will be mentioned in the sentence). Introduces lists and answers to the topic mentioned in the preceding clause. Must always be preceded by an independent clause (except in titles, captions, or headings).

Incorrect: The 2 forms of X were: A and B (first part is not an independent clause)
Correct: The 2 forms of X were as follows: A and B.
Correct: X was found to interact with Y: it bound directly with Y and acted indirectly via Z.

3 APPROPRIATE USE OF PUNCTUATION MARKS

Commas

Introductory comma:

Added after introductory terms or phrases

1. Additionally, ...
2. To do X, we did Y
3. Unlike X, Y was...
4. Similar to X, Y was
5. Here, ...

3 APPROPRIATE USE OF PUNCTUATION MARKS

Commas

Coordinating conjunction comma

Added between two independent clauses joined with a coordinating conjunction (for, and, nor, but, or, yet, so). The part after the comma should have its own subject.

Correct

1. X revealed Y, and P showed Q.
2. We found X, and this finding indicated that…
3. X increased in group 1, but it showed no change in group 2.

Incorrect

1. X revealed that Y occurred, and that Z did not occur. [This is a 2-element list (X revealed 1 and 2) and, therefore, does not need a comma]
2. We investigated whether X occurred, and whether Y occurred
3. This revealed X and Y, and suggested that… [This is still a 2-element list; note that the part after "and" does not have a subject]
4. X increased in group 1, but showed no change in group 2.

3 APPROPRIATE USE OF PUNCTUATION MARKS

Commas

Series/Oxford Comma

- In American English, a comma is inserted before the conjunction that precedes the last element of a series
(e.g., bread, eggs, and milk). This comma is called the series comma and is inserted for clarity.

- Although this comma is not commonly used in British English, its usage is gaining acceptance. In British English, it's called the Oxford comma.

In the ICU, the nurses monitor patients' oxygen levels, heart rate, and blood pressure regularly.

- The clinical trial included participants from different age groups, ethnicities, and medical backgrounds.

3 APPROPRIATE USE OF PUNCTUATION MARKS

Commas

Appositive comma

- Commas specify what you are referring to. These commas indicate that the elements set o by the commas are the only ones of the kind indicated

1. The Z disease markers, X and Y, were investigated.

[This sentence implies that the elements set o by the commas are the only Z disease markers; if there are many other markers for this disease, then the appositive commas should not be used.]

2. The novel species, X, was identified.

3 APPROPRIATE USE OF PUNCTUATION MARKS

Commas

Set-off Commas

- Always in pairs. Used to set of explanatory, nonrestrictive elements

1. X, which is found in Y, was not detected
2. Many diseases, such as X, Y, and Z, are associated with this

Comma with participle/gerund phrases

1. Using X method, we investigated.....
2. X was increased, indicating that....

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4 PROPER SENTENCE STRUCTURE IMPROVES READABILITY

- A complete sentence (independent clause) needs a subject and an action. A subordinate clause has no meaning without an independent clause.
- Subordinating conjunctions such as while, whereas, since, because, although, and though will convert any clause into a subordinate clause.
- Subordinate clauses cannot be considered as full sentences.

Incorrect: Although this was considered incomplete.
Correct: However, this was considered incomplete.
[Replace the subordinating conjunction with a coordinating one]
Also correct: Although this was considered incomplete, the dierences were insignificant.
[join an independent clause]

4 PROPER SENTENCE STRUCTURE IMPROVES READABILITY

- Original: It is considered unlikely that the lost needle migrated with muscle contraction alone, so other stimuli from the surface of the facial skin, such as face washing or shaving, may have been involved in the needle migration
- Revised: The lost needle is unlikely to have migrated with muscle contraction alone; therefore, other stimuli to the facial skin, such as washing or shaving, may have led to needle migration.

- Original: However, many diabetic patients are unaware of having a mild degree of NPDR because it does not usually affect their vision.
- Revised: However, mild NPDR usually does not aect vision, and thus remains unnoticed and undiagnosed in many diabetic patients.

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5 ENSURE PARALLELISM IN SENTENCES

Parallelism is the use of equivalent grammatical elements or matching sentence structures to express equivalent ideas.

- How to avoid faulty parallelism?

Parallelism is used in 3 main cases

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5 ENSURE PARALLELISM IN SENTENCES

Items in a series

Example:

Incorrect: Complete blood count revealed anemia (hemoglobin = 5.9 g/dL), leukocytosis (white blood cell count = 19 × 109/L), and a platelet count of 40 × 109/L (thrombocytopenia).

Correct: Complete blood count revealed anemia (hemoglobin = 5.9 g/dL), leukocytosis (white blood cell count = 19 × 109/L), and thrombocytopenia (platelet count = 40 × 109/L).

Pattern items

Example:

Incorrect: Chlorofluorocarbons are primarily used in the manufacture of aerosol sprays and solvents and we also often use them as refrigerants.

Correct: Chlorofluorocarbons are primarily used in the manufacture of aerosol sprays and solvents and also often as refrigerants.

Lists and outlines

Example:

Incorrect: The following factors are considered responsible for the rise of Nazism in the 1930s: Hitler's charismatic leadership, the worldwide Great Depression, and there was widespread unrest in Germany after World War I.

Correct: The following factors are considered responsible for the rise of Nazism in the 1930s: Hitler's charismatic leadership, the worldwide Great Depression, and the widespread unrest in Germany after World War I.

5 ENSURE PARALLELISM IN SENTENCES

How can I avoid faulty parallelism?

1. Make sure parallel items are in the same grammatical form
2. Avoid shifts in voice within the same sentence, especially if the subject is the same.
3. Avoid shifts in tense within a sentence
4. Avoid shifts in person and number within a sentence

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5 ENSURE PARALLELISM IN SENTENCES

How can I avoid faulty parallelism?

1 Make sure parallel items are in the same grammatical form

Example: Participants were instructed to engage in any of the following activities for 30 min each day: cycling on a stationary bike, swimming, or to take a brisk walk.

Here, the third item is not in the same form as the first two. The sentence can be corrected as follows: Participants were instructed to engage in any of the following activities for 30 min each day: cycling on a stationary bike, swimming, or brisk walking.

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5 ENSURE PARALLELISM IN SENTENCES

How can I avoid faulty parallelism?

2 Avoid shifts in voice within the same sentence, especially if the subject is the same.

Example: We developed a controller for a fleet of unmanned aerial vehicles and the proposal was validated through simulation of various scenarios.

Here, the first part of the sentence is in the active voice whereas the second is in the passive voice. This can be corrected as either of the following:

We developed a controller for a fleet of unmanned aerial vehicles and validated the proposal through simulation of various scenarios.

OR

A controller for a fleet of unmanned aerial vehicles was developed and the proposal was validated through simulation of various scenarios.

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5 ENSURE PARALLELISM IN SENTENCES

How can I avoid faulty parallelism?

3 Avoid shifts in tense within a sentence

Example: The patient is unable to give informed consent as he had severe developmental disabilities.

Here, the verb "is" is in the present tense whereas "had" is in the past tense. This can be corrected as follows:

The patient was unable to give informed consent as he had severe developmental disabilities.

OR

The patient is unable to give informed consent as he has severe developmental disabilities.

5 ENSURE PARALLELISM IN SENTENCES

How can I avoid faulty parallelism?

4 Avoid shifts in person and number within a sentence

Example: High-performing employees tend to prefer job autonomy, whereas a high- performing manager tends to prefer job satisfaction.

Here, the first and second parts of the sentence can be made either plural or singular, without altering its meaning:

High-performing employees tend to prefer job autonomy, whereas high-performing managers tend to prefer job satisfaction.

OR

A high-performing employee tends to prefer job autonomy, whereas a high-performing manager tends to prefer job satisfaction.

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5 ENSURE PARALLELISM IN SENTENCES

How can I avoid faulty parallelism?

4 Avoid shifts in person and number within a sentence

Example: The authors propose a novel face recognition method, which we term "InstaFace."

Here, "the authors" and "we" refer to the same people, so only the first person ("we") or third person ("the authors") should have been used. This sentence can be corrected as follows:

The authors propose a novel face recognition method, which they term "InstaFace."

OR

We propose a novel face recognition method, which we term "InstaFace."

6 AVOID INCORRECT COMPARISONS

Comparative statements should state both the groups that are being compared as well as the parameters being compared between the groups.

Your comparisons should fall into one of the following structures:

1: X was higher in A than in B
2. X in A was higher than that in B
3. A showed more X than B [showed]
4. X was increased in A compared with that in B
5. Compared with that in B, X was increased in A
6. A showed more X compared with [that showed by] B 7. Compared with B, A showed more X

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6 AVOID INCORRECT COMPARISONS

Unclear comparison:

Compared with normal controls, patients had low glucose levels
(Are the authors saying that

(a) controls had normal glucose levels, while the patients had low glucose levels or
(b) controls and patients both had low glucose levels, but the patients had lower levels?)

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More examples:

- The temperature was higher in City A than in City B.
- The population density in State A was higher than that in State B.
- Country A exhibited more economic growth than Country B.
- The crime rate was increased in County A compared with that in County B.
- Compared with that in Town B, the unemployment rate was higher in Town A.

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7 USE MODIFIERS CORRECTLY

A modifier describes, clarifies, or gives more detail about a concept

Dangling modifier

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence.

Incorrect: After obtaining informed consent, the cells were injected.... (This implies that the cells obtained informed consent. The subject of the modifying clause [the authors/researchers] is not mentioned in the sentence; hence, this modifier is dangling)

Correct: After obtaining informed consent, we injected the cells...

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7 USE MODIFIERS CORRECTLY

A modifier describes, clarifies, or gives more detail about a concept

Misplaced modifier

When the modifying term or phrase is placed before incorrect subjects. Be mindful of where terms such as by, via, through, only, and just are placed within sentences.

Incorrect: The rats were sacrificed after feeding by exsanguination. (This implies that the rats were fed via exsanguination).

Correct: After feeding, the rats were sacrificed by exsanguination.

8 AVOIDING JARGON IN A MANUSCRIPT

Jargon hampers the readability and clarity of the manuscript. Thus it should be avoided. Here are a few tips to avoid jargon:

Avoid wordiness

Wordiness (the use of many words to convey an idea) should be avoided in academic writing.

The use of too many words to convey one idea can muddle the message and divert the reader's attention. Therefore, in writing, especially academic writing, ideas need to be conveyed as concisely as possible. One way of doing this is to use concise alternatives to phrases.

For example, the phrase "all over the world" can be replaced with the word "globally" or "worldwide."

Concise alternatives can also lend a more formal tone to the sentence. For example, "gradually" is considered a more formal alternative to "little by little" and is preferred in academic writing.

8 AVOIDING JARGON IN A MANUSCRIPT

Example: It is postulated that the kinetic consequences of changing knee kinematics in the sagittal plane may be similar for those with and without knee OA.

"It is postulated that" is redundant and can be removed.

Where possible, a direct verb (action) should be used instead of using a noun and verb.

For example, "segmentation of images was done" can be replaced with "images were segmented," which is clearer and preferred in academic writing.

8 AVOIDING JARGON IN A MANUSCRIPT

Avoid Redundancy

In academic writing, ideas need to be conveyed as concisely as possible and redundant expressions should be avoided. In a sentence beginning with "such as," the term "etc." is redundant.

Terms such as "notably," "indeed," and "surprisingly" are redundant in scientific writing and can be deleted as they add no relevance.

For example, it is redundant to say "The boy was bored throughout the entire play." Here, the word "throughout" means during the whole time or period and already implies "entire." Redundancy can be avoided in this sentence by removing the word "entire."

Correct sentence: "The boy was bored throughout the play."

8 AVOIDING JARGON IN A MANUSCRIPT

Avoid Redundancy

For example, the word "per," which typically implies "for each," is used to express rates and ratios. In the sentence "The speed of the vehicle was 90 miles per 1 hour," the use of "per" implies that the vehicle covered a distance of 90 miles in one hour. Therefore, the number "1" is redundant.

Correct sentence: "The speed of the vehicle was 90 miles per hour." For example, the word "penetrate" refers to the act of entering into.

In the sentence "X-rays can penetrate thick layers of tissue" implies that X-rays can enter into thick layers of tissue. Therefore, it is redundant to follow the word "penetrate" with "into."

8 AVOIDING JARGON IN A MANUSCRIPT

3. Keep the sentences concise

For example, "At the 2012 French Open, Maria Sharapova won the women's singles title, and Rafael Nadal won the men's singles title."

can be written as "At the 2012 French Open, Maria Sharapova and Rafael Nadal won the women's and men's singles titles, respectively."

A lengthy sentence can be quite difficult to read and could also muddle the idea or information being conveyed. It's, therefore, best to split such sentences into smaller ones for improved readability.

For example,

Original: Because lower risk is accompanied by a lower return rate, investors cannot obtain any unexpected return rate, while higher risk is usually accompanied by a higher return rate and investors usually obtain unexpected returns from these securities.

Revision: Because lower risk is accompanied by a lower return rate, investors cannot obtain any unexpected return rate. Conversely, higher risk is usually accompanied by a higher return rate and investors usually obtain unexpected returns from these securities.

The original sentence contains 37 words, whereas the revision consists of two sentences (17 and 20 words each).

8 AVOIDING JARGON IN A MANUSCRIPT

Avoid word choice errors, use vocabulary correctly

Which Vs. That

The pronoun "which" is usually used to introduce nonessential information, and the pronoun "that" is used to include essential information. For example, "The windows, which have red crosses, are sealed" implies that the windows are sealed and they incidentally have red crosses. However, "The windows that have red crosses are sealed" implies that only the windows with red crosses are sealed

Affect Vs. Effect

The word "affect" is a verb (action) and it refers to the act of influencing someone or something (e.g., "This disease affects the intestinal tract"). The word "effect," on the other hand, can be used as a noun (e.g., The effect of this therapy is felt only after three months) or
as a verb (e.g., Through these policies, he tried to effect a change in the system), depending on the context. Both words mean dierent things and hence cannot be used in place of the other.

8 AVOIDING JARGON IN A MANUSCRIPT

Avoid word choice errors, use vocabulary correctly

Paper Vs Study

In an academic context, "paper" implies a formal written composition that is intended to be published, presented, etc. The "study," on the other hand, is the actual work carried out. Usually, a paper reports on certain details of a study, such as the method used in the study, its findings, and conclusions derived from the study.

Therefore, it would be odd to say that experiments were carried out in the paper. The experiments were carried out at the time of conducting the research, that is, during the study, and not during the writing of the paper to report the details of the study. Hence, it is appropriate to use the word "study" and not "paper."

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8 AVOIDING JARGON IN A MANUSCRIPT

Avoid word choice errors, use vocabulary correctly

May Vs. might

"May" suggests a possibility that an action will occur, while "might" suggests a slightly smaller possibility. For example,
In the sentence "Core needle biopsy may help in planning an appropriate treatment," the use of "may" indicates that the suggestion to use core needle biopsy in planning the treatment is backed by research, indicating the possibility that it is highly likely that core biopsy will be helpful.
In the sentence "Core needle biopsy might help in planning an appropriate treatment," the use of "might" indicates that this is a suggestion based on a small possibility.

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8 AVOIDING JARGON IN A MANUSCRIPT

Avoid word choice errors, use vocabulary correctly

Case Vs. Patient

A "case" is abstract and not considered synonymous with a "patient." A case is merely a statistic or an occurrence of a disease/condition, while a patient is the individual who experiences the symptoms of the condition, undergoes surgery, receives therapy, etc.
A patient also has multiple attributes like sex, age, lifestyle, and dietary habits that are relevant to a case.
In the phrase "36-year-old case," the patient rather than the occurrence of the condition is being described.

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9 USE ACTIVE VOICE WHEREVER NECESSARY

When the subject of a phrase performs the action suggested by the verb, the sentence is said to be in active voice. The subject is the receiver of the action expressed by the verb in a passive voice.

When the subject of the sentence does what the word says, the sentence is said to be in an active voice. In passive voice, the subject is the person or thing that gets the action that the word shows. Previously, it was assumed that the passive voice was more ocial and therefore better in academic writing. But recently, the idea that the active voice is less wordy and more direct and should be used instead has been preferred.

Use the passive voice when the doer of the action is unknown or not important, or if you prefer not to specify the doer of the action.

The progress of the reaction was assessed using TLC.

For example,

Avoidable: The fact that such processes are under strict stereoelectronic control is demonstrated by our work in this area.

Better: Our work in this area demonstrates that such processes are under strict stereoelectronic control.

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