# Academic Writing

**What Is Academic Writing?**

## A particular writing style used in assessed work (University of Cumbria, 2019):

* + Logical structure.
  + Formal language.
  + Statements supported by evidence.

**Structure**

### Based on a ‘rule of three’ (Peck & Coyle, 2012):

* + Introduction:
    - Gives a brief outline of the subject.
  + Discussion:
    - Develops points and arguments.
  + Conclusion:
    - Draws conclusions from the discussion.

### Benefits of a logical structure (Peck & Coyle, 2012):

* + Allows the reader to follow the written work.
  + Helps you to follow logical steps in forming your ideas.

**Structure: Real-world example**

#### Title:

The importance of hygiene

#### Introduction:

The risk of infection needs to be kept at a minimum in healthcare settings – as infection can lead to negative health outcomes. One way of avoiding this is through the use of sound hygiene practices.

#### Discussion:

These practices can reduce the risk of infection by eliminating the presence and transfer of microbes – but only when based on appropriate evidence, and followed consistently by all relevant staff .

#### Conclusion:

Hygiene practices that are properly implemented can contribute towards reducing the risk of infection.

**Language**

### Language refers to the tone and vocabulary used (Peck & Coyle, 2012):

* + Informal language can trivialise your point.
  + Write objectively and not subjectively.

### What to avoid (Walden University, 2019):

* + Broad generalisations (e.g. ‘always’ and ‘never’).
  + Adverbs (e.g. ‘clearly’ and ‘really’).
  + Emotional language (e.g. “it is heart breaking that so many are starving”).
  + Slang (e.g. “their research was so cool”).

**Language: Real-world example**

## Informal (Walden University, 2019):

* + When I got my students to think that science was wicked cool, their test scores went through the roof!

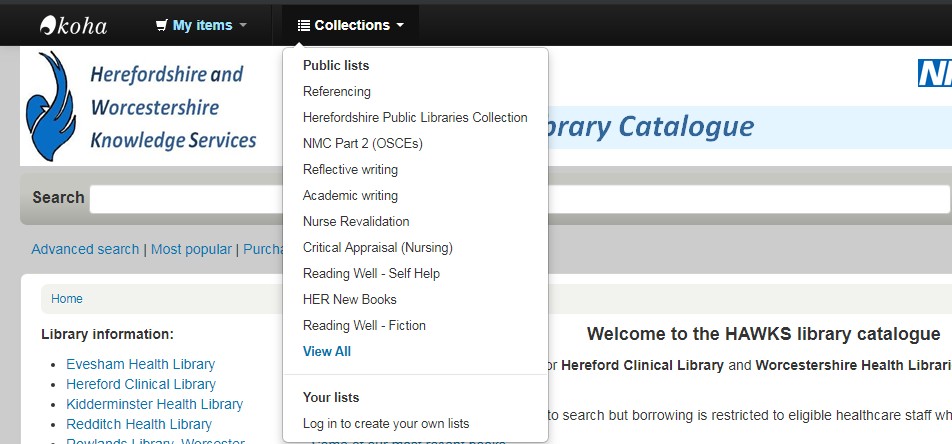
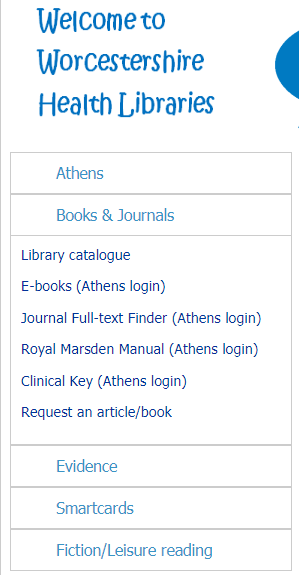
## Formal (Walden University, 2019):

* + When I was able to engage with my students and get them interested in science, their test scores improved significantly.

**Library Support and Resources**

#### Relevant library resources accessible via [www.wkp.nhs.net](http://www.wkp.nhs.net/):

* + Includes access to an academic writing reading list:



**External Resources**

### University of Cumbria (2019):

* + Structure.
  + Developing a coherent flow.
  + Tips on editing and proof-reading.

### University of Worcester (2019):

* + Step-by-step guide.
  + Academic language.
  + Additional external resources.

***\*Web-links available at the end of this presentation***

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**Conclusions**

### Academic writing:

* + Employing a three-part structure.
  + Writing formally.

### Support from the library team and service:

* + Topic-specific reading lists.
  + Further 1-to-1 training.

**References**

* University of Cumbria. (2019). Writing at University. Retrieved from <https://my.cumbria.ac.uk/Student-Life/Learning/Skills-Cumbria/Academic-Writing/>
* Peck, J., & Coyle, M. (2012). *The student's guide to writing*. Basingstoke: Palgrave

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* University of Worcester. (2019). Academic Writing. Retrieved from: <https://www2.worc.ac.uk/studyskills/727.htm>
* Walden University. (2019). Scholarly voice: Tone. Retrieved from:

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