

# Writing in an Academic Style

- Avoid writing in the first person 'I' - unless you have been asked to do so by your lecturer.

For example:	<ul style="list-style-type: none"><li>✗ I am going to write about ...</li><li>✗ In this section I analyse the importance of effective academic writing in students' assignments.</li></ul>	<ul style="list-style-type: none"><li>✓ This essay will discuss/discusses ...</li><li>✓ Effective academic writing is an aspect that makes a significant contribution to students' assignments. There are a number of reasons for this.</li></ul>
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- Use formal, rather than conversational language.

For example:	<ul style="list-style-type: none"><li>✗ Things</li><li>✗ Chat</li><li>✗ Make</li><li>✗ Done</li></ul>	<ul style="list-style-type: none"><li>✓ Aspects</li><li>✓ Converse / Discuss</li><li>✓ Create</li><li>✓ Undertook</li></ul>
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- Refrain from using contractions; instead write them out in full.

For example:	<ul style="list-style-type: none"><li>✗ don't</li><li>✗ shouldn't</li><li>✗ it's</li></ul>	<ul style="list-style-type: none"><li>✓ do not</li><li>✓ should not</li><li>✓ it is</li></ul>
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- Avoid generalisations – remember there is usually more than one way of looking at something.

For example:	<ul style="list-style-type: none"><li>✗ Academic writing is difficult.</li></ul>	<ul style="list-style-type: none"><li>✓ A number of studies have revealed that many students find academic writing difficult.</li></ul>
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Mae'r ddogfen hon ar gael yn Gymraeg. This document is available in Welsh.

- Avoid overloading sentences with so much information that they become confused and unclear.

For example:	✗ The results proved strongly that the service was required, within the school environment, at the end of the school day being the most popular time, and a high percentage feeling it should be offered to the lower age groups.	✓ The results proved strongly that the service was required within the school environment. The end of the school day was found to be the most popular time. A high percentage of respondents felt that the service should be offered to the lower age groups.
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- Try to include some analysis rather than rely on description – this means going beyond what something is to consider why, how and according to whom.
- Always back up claims/points/statements by including the work of other writers you have read and always remember to reference them.