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Define academic conventions

The accepted form of academic writing in social sciences may vary considerably depending on the methodological framework and the intended audience. However, most college-level research papers require careful attention to the following stylistic elements: I. The big picture, unlike fiction or journalistic writing, the overall structure of academic writing is formal and logical. It must be above you to be Meades and has a logically organized flow of ideas; This means that the different parts are connected to create a unified whole. There need to be narrative links between sentences and paragraphs so the reader can follow your argument. The introduction should include a description of how the rest of the paper is organized and all sources are properly cited throughout the paper. B. The general tone refers to the approach conveyed in writing. Throughout your article, it is important that you present the arguments of others fairly and with an appropriate narrative tone. When you view a position or argument that you disagree with, describe this argument accurately and without a loaded or biased language. In academic writing, the author is expected to investigate the research problem from an authoritative perspective. Therefore, you must state the strengths of your arguments with confidence, using neutral, un confrontational or disparaging language. III. Diction refers to the choice of words you use. Awareness of the words you use is important because words that have almost the same description [dictionary definition] can have very different connotations [implicit meanings]. This is especially true in academic writing because words and thermometers can develop a nuanced meaning that describes a particular idea, concept, or phenomenon derived from the epistemological culture of this discipline [e.g., the concept of rational choice in political science]. Therefore, use concrete [not general] words that give a specific meaning. If this cannot be done without confusing the reader, you must explain what you mean in the context of how that word or phrase is used within a domain. D. Language investigating research problems in social sciences is often complex and multidimensional. Therefore, it is important that you use unequivocal language. Well-understood paragraphs and clear subject sentences allow the reader to follow your line of thinking without difficulty. Your language should be concise, formal, and express exactly what you want it to mean. Vague expressions should not be used that are not specific or accurate enough for the reader to produce an exact meaning [they, us, people, the organization, etc.], abbreviations such as [in other words], 'for example', [for example], or a.k. [also known as], and the use of specific defined words [writer, very, amazing, huge, etc.]. Punctuation researchers rely on precise words and language to establish the narrative tone of their work, and therefore, punctuation is used very deliberately. For example, exclamation points are rarely used to express increased sound because it can be expressed as unsophisticated or too excited. There are hyphens for inserting an excusable comment in a sentence, while there are limited hyphens for connecting a prefix to words [for example, multidisciplinary] or when creating complex expressions [for example, commander-in-chief]. Finally, I realized that semicolons represent a longer delay than a stop, but shorter than a period in a sentence. In general, there are four grammatical uses of semicolons: when a second section expands or explains the first clause; to describe a sequence of different actions or aspects of the same subject; sections that begin with sections anyway, therefore, even so and govern; in to mark a series of phrases or sentences that contain commas. If you think about when to use halfpoints [and most of the time, they don't require proper punctuation], rewrite using shorter sentences or changing the paragraph. f. Academic conventions that cite sources in the body of your article and provide a list of references as footnotes or endnotes is a very important aspect of academic writing. It is essential to always recognize the source of ideas, research findings, data, text to paraphrase or quote that you used in your paper as a defense against claims of plagiarism. Equally important, the scholarly convention of citation sources allows readers to identify the resources you used in writing your article so they can independently verify and evaluate the quality of findings and conclusions based on your literature review. Examples of other academic conventions to follow include appropriate use of headings and subheadings, correct spelling of an acronym when first using text, avoiding slang or colloquial language, avoiding motive language or unsupported declarative statements, avoiding contractions, and using first-person and second-person pronouns only when necessary. VII. Evidence-based thinking tasks often ask you to express your perspective regarding the research problem. However, what is appreciated in academic writing is that opinions are based on what is often referred to as, evidence-based thinking, a deep understanding of the relevant body of knowledge and academic debate that exists within, and often externally, your discipline. You should support your opinion with evidence from scholarly sources. It should be an objective position presented as a reasonable argument. The quality of your evidence will determine the strength of your argument. The challenge is to convince the reader of the validity of your opinion through Coherent and logically understandable writing. This is especially important when offering solutions to problems or writing recommended courses of action. Thesis-driven academic writing is thesis-oriented, meaning that the starting point is a particular perspective, idea, or position applied to the subject of the selected investigation, such as establishing, proving, or disillusionment with solutions to the research questions presented on the subject. Note that a problem statement without research questions is not considered academic writing because identifying the research problem does not establish to the reader how it will contribute to solving the problem, which aspects you believe are most critical, or suggesting a method of collecting data to better understand the problem. IX. Complexity and higher-order academic writing addresses complex issues that require higher order thinking skills applied to understanding the research problem [e.g., critical, conceptual, logical, and creative thinking, as opposed to, for example, descriptive or theoretical thinking]. Higher order thinking skills include cognitive processes used for understanding, solving problems, and express perceptions, or describing abstract ideas that cannot be easily activated, pointed at, or presented in images. Think of your writing this way: One of the most important qualities of a good teacher is the ability to understandably and reliably explain the complexity of the subject being presented. It is also one of the main functions of academic writing - examining and explaining the meaning of complex ideas as clearly as possible. As a writer, you should embrace the role of a good teacher by summing up a lot of complex information into a well-organized synthesis of ideas, concepts, and recommendations that contribute to a better understanding of the research problem. Academic writing. The writing center. Colorado Technical College; Hartley, James. Academic Writing and Publishing: Practical Guide. New York: Rutledge, 2008; Murray, Rowena and Sarah Moore. Academic Writing Guide: A Fresh Approach. New York: Open University Press, 2006; Johnson, Roy. Improve your writing skills. Manchester, United Kingdom: Clifton Press, 1995; Nygaard, Lynn F. Writing for researchers: A practical guide to reason and sound. Second edition. Los Angeles, CA: Sage Publications, 2015; Sylvia, Paul J. How to write a lot: A practical guide to productive academic writing. Washington, D.C.: American Psychology Association, 2007; Style, diction, tone and sound. Writing centre, Wheaton College; Sword, Helen. Stylish academic writing. Cambridge, Massachusetts: Harvard University Press, 2012. To continue to enjoy our site, we ask that you err on your identity as a person. Thank you so much for your cooperation. Academic writing usually does not contain As a personal language judicial language is preventive and as a result it is characterized as imperfect and objective. However, academic writing still requires you to develop an argument and express your opinion on issues. For example, by asking you essay questions such as: What do you think? Evaluate... Do you agree? Argue for or against... Lecturers and teachers seek your opinion - what do you think of a particular subject, event, or theory. In addition, academic papers or books generally contain opinions in the form of: interpretations of theories results in conclusions and therefore it is a convention of academic writing to express arguments and opinions, but this convention also requires that these arguments and opinions incorporate the objective and non-personal style that is a significant feature of academic writing. In an academic article, arguments should imply objective and vocal judgment through rational, impermotive and non-sentimental language. Another convention of academic writing is the use of evidence to support the arguments presented: arguments cannot be presented without supporting evidence or they sound like they are just the writer's opinion. This evidence cannot be anecdotal evidence, but it must already be published or published with familiar information presented by the authorities on the ground. It must be expertly incorporated into the structure of your overall argument, into your paragraphs and into your sentences. Some conventions in academic writing dictate how this supporting evidence is cited or mentioned. These conventions ensure that readers of your work will clearly be able to find and evaluate the sources of your evidence. Expressing opinion and argument is an essential part of academic writing. Click here to see the expression of opinion and argument in the model texts. © 2000 comments and questions should be directed Unlearning@uow.edu.au 2 page 2 and expanded nominal groups are significant features of academic writing. The ability to normalize verbs and build expanded nominal groups is intrinsic to becoming a sophisticated university writer. Warning: If nominalization is used in each sentence, your writing will sound too abstract and difficult to read. Be sure to use a mixture of nominalization, passive voice and active voice. Sometimes if you expand your nominal group to include too much information your meaning may be unclear. In this case, it is better to 'unpack' some of the information from your nominal group and enter it into a separate section. The key to good writing is variation. © 2000 comments and questions should be directed to Unlearning@uow.edu.au Page 3 The information contained by a nominal group can also be expanded by adding a section containing additional nominal groups. One type of sentence In nominal groups is a relative clause. A relative clause is a dependent clause: so, the information it contains cannot stand alone, it depends on the information contained in the previous section (independent). A relative section is shown by a relative alias such as who, who, who, it is or which. Relative clauses can also be presented by relative adverbials such as when, where, why. The role of relative clauses is to change or describe a noun or noun in the independent section (Oshima and Hogg, 1991: 208). Here are some examples of relative sections. The relative clause in each sentence is highlighted: Waterfront workers who were on strike blocked the entrance to the platform. (Only beach workers who were on strike blocked entry) overdue library books will incur a fine. The test that caused the most anxiety was statistics. The room where staff and students meet is located in the main building. Note that there are no commas in these sentences. This is because the relative clause is part of the nominal group: it is used to define and identify it. This type of relative statement is called a relative statement that defines. There is another type of relative statement: the relative statement that does not define. Non-defining relative clauses provide additional information about the nominal group, but these types of relative sentences are not part of the nominal group. Here are some examples of relative non-defining sections: Waterfront workers, who were on strike, blocked the entrance to the dock. (All the workers were on strike, and they all blocked the entrance.) Your overdue library books should be returned immediately. (All of your library books are overdue and all should be returned immediately.) The stats test, which Sbury will fail, is finally over. Defining relative sections is a useful way to process information and avoid unnecessary repetitions in your writing. You could avoid repeating in the following sentences, for example, by creating a defining relative statement. Some of the workers on the waterfront were on strike. Some workers on the waterfront blocked the entrance to the platform. Beach workers who were on strike blocked the entrance to the dock. Japanese cars are popular in the U.S. This situation is a big problem for the automotive industry. A situation that is causing a major problem in the automotive industry is the popularity of Japanese cars. © 2000 comments and questions should be referenced Unlearning@uow.edu.au page 4 It has previously been mentioned that the nominal group structure is elastic as it can expand to include a large amount of before and publish changing elements around the noun. The flexibility of the nominal group means that the information provided in the sentence can be concentrated in the nominal group and not spread to separate sections. This is often the case As a packing information into the nominal group. Nominalization involves turning the active verb of a sentence into a noun (click here for more information on nominalization). This allows more information to be packed around the noun. As a result of the nominalization process, you will no longer have a sentence but a nominal group; However, by expanding the nominal group to include information from the original sentence, you can link the expanded nominal group to another idea that creates a denser, packaged sentence of information. Example: A toxic chemical is treated with caution in industrial environments. Active verb is not Minalls 'patient' 'treatment'. The nominal verb becomes through the main object of the nominal group you have established. The rest of the information from the statement can be added as contextual information or changed around the noun. Treatment What kind of treatment? Careful handling of what? Careful treatment of toxic chemicals in the treatment of toxic chemicals Where? Careful treatment of toxic chemicals in industrial environments (This is the nominal group complete) Original: Toxic chemical is treated with caution in industrial environments. Expanded nominal group: careful treatment of toxic chemicals in industrial environments..... The expanded nominal group can now be linked to another idea; For example: careful treatment of toxic chemicals in industrial environments is a necessary safety measure. Would you like to see some other examples of this process? © 2000 comments and questions should be referenced Unlearning@uow.edu.au page 5 in this section so far you have only seen sentences that include one or two nominal groups. In academic writing, this will involve many nominal groups with a large range in the complexity of nominal groups (the amount of contextual information each nominal group includes). Complex nominal groups are a significant feature of academic writing, and the ability to build complex nominal groups is intrinsic to becoming a sophisticated university writer. Read the section below; The nominal groups (which include contextual information before and after the

noun) are color-coded. Ponder how many nominal groups there are in this text. (The nominal groups are color-coded. The primary noun of each nominal group was underlined. The social benefits of modern technology include an increased supply of goods, services and employment. While this technology has many negative side effects on the environment, especially regarding pollution, modern society depends on benefits This technology is satisfying. In recent years, increasing public awareness of the extent of environmental destruction resulting from this technology has prompted scientific exploration of technologies that deliver a more sustainable outcome for the environment. It is surprising how many large nominal groups exist even in this small amount of academic text. That's why you need to learn to expand the nominal groups in your academic writing. © 2000 comments and questions should be directed Unilearning@uow.edu.au 6 Academic writing can often include very large or expanded nominal groups; For example: (each nominal group is represented by a different color) conventional wisdom, which interpreted Australian social history as a work out of the egalitarian radicalism of the 19th century, was attacked by a number of writers in the 1950s and 1960s. The executive branch, the power of the final political decision, is awarded in an office whose members in Australia must be MPs to which they are personally and collectively responsible. As you can see from the examples, a nominal group can expand to include a wide range of information. In fact, in academic writing the density of information in a sentence is usually quite high; You can convey a lot of meaning by using a few words. One of the factors responsible for the formality difference between the model texts was the presence of large nominal groups. Look at these passages from the model texts. Every nominal group was snouted. Official text Unofficial text The inequality of wealth distribution in Australia is another indicator of Australia's inequality. Because only a few people have most of the money and power in Australia, I conclude it's not an equal society. ... Most Australians continue to remain in the class where they were born (McGregor, 1988:156) despite arguments about the ease of social mobility in Australian society (Fitzpatrick, 1994). ... Most people when they're born into one class end up staying in this class their whole lives. The relative disadvantage of women regarding their earnings and levels of property ownership suggests that within classes there is further economic inequality based on sex ... Women earn less than men and boys less than men. Why is that so? There are various ways to expand nominal groups to include a wide range of information; One method is to expand the nominal group by embedding information in it that sheds the meaning of the noun. How to Expand Nominal Groups © Copyright 2000 Comments and Questions Should Be Directed Unilearning@uow.edu.au Page 7 Words Include: People Pope, James, Author Places Corner Store, Alaska, Dictionaries of Objects/Concepts in Virtual Classroom, Economy, Depression Era (These of noun includes tangible objects as well as abstract ones). In academic writing, bone is often used as part of large nominal groups. Nominal groups are groups of words that provide more information about people, places, or concepts. The Depression era is an example of a nominal group because it includes more information than just the 'thing' itself: depression categorizes the particular era. Nominal groups are important because they usually provide the content in the text (what it's about); In academic writing this content can be very sophisticated, abstract and complex. Here are some examples of nominal groups from academic writing: the main policy priority of establishing a Union Club in Sydney and the actual economic growth rate of responsible UK government nominal groups in academic writing often include nominalisations. In the nominalization process, verbs or actions become groups of bone or nominal groups. Look at the example the company has decided to expand its asset base. Verb 'decide' can be nominalised into the noun 'decision' decision to expand the asset base... The nominal verb then becomes the primary nominal group noun and additional contextual or contextual information is added to the nominal group. The decision to expand the company's asset base was a major change in the company's financial strategy. Need to change the unit on Nooim? © 2000 comments and questions should be referenced Unilearning@uow.edu.au nominalization page 8 can be used to express the relationship between sentences more effectively. In addition, nominalization allows you to reduce the number of sentences to a single, more complex sentence. So, another comment on an idea in one sentence could be included in one nom sentence instead of several. This structure also has the effect of making the connection between ideas expressed in both sentences more explicit. There are different relationships we make between our ideas. These include the following types of relationships: Cause Comparison/Effect/Added Contrast of Information Take a look at the following two simple sentences. They can be collapsed into one section and the relationship between ideas can be more explicit to the reader. In 1989, Romania declared independence from communist rule. This increased freedoms for the population. Before you add up the two sentences, you must first consider the relationship between the two ideas. In this case, the second sentence, Result, indicates that there is a relationship between these statements. In 1989, Romania declared independence from communist rule. (Cause) what are you doing? This increased freedoms for the population. What are you doing? The first nominalised sentence can, therefore, be connected to the second by using this verb. In 1989, Romania's declaration of independence from communism resulted in increased freedoms for the population. The verb of the first sentence has been nominalised. The verb of the second sentence becomes the verb of the newly created sentence. Check out the following examples of sentences with different types of relationships. The relationship between the sentences becomes more explicit when the first sentence is not Manly and the verb of the second sentence becomes the verb of the newly created sentence, in effect, joining the trials together. Relationship Original Sentences Nominalised Version Cause & Effect Scientists have discovered how to blend atoms. This led to the development of the atomic bomb. The discovery of atomic fusion led to the development of the atomic bomb. Comparison/ contrast persecution is the criteria used to select applicants for refugee status. This is against normal immigration assessment criteria. The use of persecution as criteria for selecting applicants for refugee status is contrary to normal criteria for evaluating immigration. The addition of information I think euthanasia is important. Its importance is its concern for human rights. The importance of euthanasia is its concern for human rights. Note: Sometimes, you'll need to add verb to the newly attached sentences that more explicitly describes the relationship between the sentences. Original building trials combined environmentally sustainable features. Therefore, it had low energy costs. The Nom Trial incorporation of environmentally sustainable features into the building resulted in low energy costs. The relationship between ideas is more explicit by adding this word. © 2000 comments and questions should be directed Unilearning@uow.edu.au 9 when verbs are not minal they become concepts rather than actions; Therefore, you can (as a writer) make some extra comment or observe the concept in a sentence. As a result directly to the increase in the amount and density of information you can include in the statement; For example: The company has decided to expand its asset base. The verb is nominalised. The decision to expand the asset base... More information answering the newly created concept can be added. The decision to expand the asset base was a major change in the company's financial strategy. Another example is: children like Sega games. More information answering the newly created concept can be added. The popularity of Sega Games more information comments on the newly created idea can now be added. The popularity of sega games among Japanese children is often seen as a result of the lack of personal space available to The Japanese. This example was adapted from Woodward-Kron, R. and Thomson, A. (2000) A. An established writing guide to academic writing at the university. © 2000 comments and questions should be referenced Unilearning@uow.edu.au page 10 nominalization is a significant feature of academic writing that contributes greatly to its tone, abstraction and intransitive complexity. Using nominalisations in your writing will have four main effects: 1. Actions or processes (verbs) become concepts (noun) we went to charity. The charity trip. People enjoy modern technology. The benefits of modern technology 2. You can often leave the people doing the actions outside. (It helps to cultivate an unethly, formal tone in your writing.) Click here for more information about unmed personalized language. We went to charity. The charity trip. People enjoy modern technology. The benefits of modern technology 3. Turning actions into abstract concepts allows you to comment further on the concept (from an objective position). We went to charity. The charity march was the leukemia foundation's big fundraiser. People enjoy modern technology. Benefits of modern technology include an increased standard of living. 4. The number of information sections is reduced; Therefore, the 'wordiness' of your writing is reduced. This occurs because more information can be compressed into any nominal group (noun). (For more information on expanding the nominal group, click here) / Flying Birds. / It's essential for birds / If they want to survive. / Flying is essential for the survival of a bird. / The original sentence has three counts while the anomaly trial has only one. © 2000 comments and questions Should be directed to Unilearning@uow.edu.au Page 11 There are two main steps you should take when nominally: Same as the active verb in the change verb section to the noun form. Take a look at this example: the building was built according to principles of environmental sustainability. 1. Same as the active worker in the building section built using the principles of environmental sustainability. 2. Change the verb to the form of the noun: nominal noun was built: the construction of the building used in principles of environmental sustainability. Sometimes, the verb's noun shape won't match. If this occurs, replace it with a synonym; For example, many modern artists use computers in his work. Verb: Employ Noun: Employment This noun does not fit the sentence. An appropriate synonym is 'usage': the use of modern artists in computers in his work.... © Copyright 2000 comments and questions should be directed to Unilearning@uow.edu.au page 12 Academic writing often uses nominalisations; Any, verb noun shapes. The nominalization process turns verbs (actions or events) into object species (things, concepts, or people). You're the... It now does not describe actions: it focuses on objects or concepts; For example: we went to charity. The verb 'walked' has been nominalised through the noun 'walking' 'the charity walk As you can see from the example above, when a verb is not minal, it becomes a concept rather than an action. As a result, the tone of your writing will sound both more abstract and more formal; For example: we went to charity. We raised money for a leukemia fund. The charity tour raised money for a leukemia fund. Here are some other examples of nominalization: (the nominal object name is marked with one color, while the sessions they replace are highlighted with other colored text). Crime grew rapidly and the police became concerned. The rapid rise in crime has caused concern among police. Germany invaded Poland in 1939. That was the immediate reason for the outbreak of World War II. Germany's invasion of Poland in 1939 was the immediate cause of the outbreak of World War II. These examples are adapted from: Perez, A. (Learning Skills Unit, University of Melbourne) Academic Language. Here's an extract from biology report. Nominalization was often used in this paragraph, creating a more academic and abstract tone. (The noun generated by nominalization of verb expressions is highlighted.) Many Australian plant species produce seeds with meaty appendices called elaiosomes. The hypothesis was that elaiosomes are involved in the dispersal of seeds by ants. To test this hypothesis, removal of seeds with elaiosomes was compared to seeds from which the elaiosome was removed and observations were made to confirm that the agents of seed removal were indeed ants. It was found that removing seeds with elaiosomes was significantly larger than those without elaiosomes. Observations of the seed removal process confirmed that ants were the only agents of seed removal. The frequent use of nominalization was one factor responsible for the difference in formality between the model texts. Official text Unofficial text The inequality of wealth distribution in Australia is another indicator of Australia's inequality. In 1985, 20 per cent of the Australian population held 72.2 per cent of wealth, with the top 50 per cent holding 92.1 per cent (Rascal, 1988: 287). Such a significant bias in wealth distribution suggests that, at least in terms of economics, there is an established class system in Australia. McGregor (1988) argues that Australian society can be categorized into three levels: top; Middle class and working class. In addition, most Australians seem to continue to remain in the class where they were born (McGregor, 1988:156) despite arguments about the ease of social mobility in Australian society (Fitzpatrick, 1994). The issue of class and its inherent inequality, however, is further compounded by factors such as race and sex within and across these class divisions. Women's relative disadvantage about earnings and levels of property ownership suggests that within the departments there is further economic inequality based on gender..... Because only a few people have most of the money and power in Australia, I conclude it's not an equal society. Society has an upper, middle and low class and I think most people when they're born to one class end up staying in this class their whole lives. As all three classes are examined more closely, other things such as the gender differences and racial background of people also add to the unequal nature of Australian society. Women earn less than men and boys less than men. Why is that so? © 2000 comments and questions should be directed to Unilearning@uow.edu.au Page 13 when to use passive: when you want to focus on the person or thing affected by the action, or the action itself; when it doesn't matter who or what did the action; When you want to be no longer personal or formal, as in most forms of academic writing. Passive form by: Make the object of the active statement the subject of the passive sentence Change verb to a passive shape by adding the corresponding shape of the verb to 'be' and the past part of the primary verb. Warning: Some faculties or schools within faculties discourage the use of passive voice. Check your department's protocol for passive voice before submitting your work. © 2000 comments and questions should be directed Unilearning@uow.edu.au 14 1. Often in academic writing, we don't want to focus on who's doing an action, but rather on who gets or experiences the action. The passive voice is very useful in academic writing because it allows writers to emphasize the most important participants or events within sentences by placing them at the beginning of the sentence. Examples In the following sentences, passive construction is preferable because you want readers to focus on the outcome of an action rather than the person doing the action. The passive sentence focuses on how glass is classified, rather than who glass is classified on. Passive: Glass is classified as solid. Active: Four members of the nursing staff noticed the staff's work washing methods during shifts. The passive trial focuses on hand washing methods rather than the four crew members. Passive: Staff work wash procedures were observed by four members of the nursing staff during shifts. 2. In addition, in academic writing sometimes it is clear, irrelevant or repetitive to the country who does the trial: thus Sound is a useful way to build these kinds of sentences. It is also a way to avoid using unofficial personal pronouns; For example, one type of workgroup, the semi-autonomous workgroup, is discussed in the section later in this chapter. It is clear that it is the author who will be doing the discussion. The group was only designed to last the lifetime of a particular project. It's irrelevant to the reader here who did the design. The staff's work-washing procedures were observed by 4 nursing staff members during faculty shifts. Hand washing, or failure to wash hands, following contact with the patient is recorded. Leaving the area without hand washing was considered a failure to wash hands. The passive is used to prevent repeated reference to the knowm do of the action (i.e. the viewers). The number of seeds found in ant lads has been counted. Passive allows you to avoid using a personal prodigy (... By us). 3. Sometimes in academic writing it is a good idea to use the passive voice to avoid giving a name to an action, so that the message of your text is less inciting; For example, read the following passage: In this ideology the argument used to enslave women rests heavily on assumptions about biological difference - biological differences between men and women were used for legitimate hierarchical structures of social inequality. Women, because of their biological role as child-bearers, have traditionally been restricted to the local industry and banned from the world out there. The identity of the doer in this text can be interpreted as society, the dominant social paradigm, or as males. Text from: Yachtenberg, T. D'Alton, P. (1989) Four-dimensional social space: class, gender, ethnicity and nature. Sydney. Using the active voice in this paragraph will change the tone of the transition and create a very different message. In this ideology the argument used to enslave women rests heavily on assumptions about biological difference - biological differences between men and women have been used for legitimate hierarchical structures of social inequality. Women, because of their biological role as child-bearers, have traditionally been restricted to the local industry and banned from the world out there. In this ideology the argument used to enslave women rests largely on the basis of biological difference - society used the biological differences between men and women and legitimate hierarchical structures of social inequality. Society has traditionally elevated women, because of their biological role as child-bearers, to the local industry and kept them out of the world out there. Text from: Yachtenberg, T. D'Alton, P. (1989) Four-dimensional social space: class, gender, ethnicity and nature. Row: Sydney. The text in the active voice focuses on the doers, namely society, rather than women, the people acted by the actions of others. The tone of the text is also much more political and blames: "Society has ... Women are restricted... And didn't rule them out and not descriptive and explanation. © 2000 comments and questions should be directed to Unilearning@uow.edu.au page 15 since the form of the verb 'be' is added when building a passive, the exact form that the passive verb takes depends on whether the action is located in the past, present, or future. The following table shows some of the passive forms of the Test verb. Active passive voice The researchers test the material. The material was tested by the researchers. The substance has been tested. Investigators are examining the material. The material was tested by the researchers. The substance has been tested. Investigators will review the material. The material will be examined by the researchers. The material will be tested. Investigators need to examine the material. The material needs to be tested by the researchers. The material needs to be tested. Investigators had to examine the material. The material had to be tested by the researchers. The material had to be tested. Investigators tested the material. The material was tested by the researchers. The substance has been tested. Investigators tested the material. The material was tested by the researchers. The substance has been tested. © Copyright 2000 comments and questions should be directed to Unilearning@uow.edu.au page 16 how to build the passive voice © copyright 2000 comments and questions should be directed Unilearning@uow.edu.au Page 17 The passive voice is a device used to stream a 'doer' of the action and focus on the person or thing affected by the action, or the action itself. It achieves this by changing the order of words in a sentence. It also enhances the formal and imperic personal nature of writing, a trait often desired when writing academically. For example: This active trial, researchers observed low rates of hand washing. Passive construction can be changed in two ways: low rates of hand washing observed by researchers; Or simply, low rates of hand washing have been observed. This example with annotations highlights the changes from an active statement to passive: This ACTIVE statement: Enterprise analysts may apply the term 'task group' to groups of a horizontal nature. Subject/ 'Doer' actively runs the subject of this sentence is 'doer'. Can become a passive sentence in several ways: a) The term 'task group' may be applied to groups of a horizontal nature by corporate analysts. Subject runs passive doer Note doer has been moved to a secondary location using an expression by. Note the new abstract theme of b) You can apply the term 'task group' to groups of a horizontal nature. Passive verb carries note that the 'doer' has been removed from this sentence entirely. Here's another example of using the passive voice. This text is from a scientific report. The passive voice is widely used in scientific writing because information about the 'doer' is often redundant: the reader understands that the 'doer' is the researcher. Many Australian plant species produce seeds with meaty appendices called elaiosomes. Using two species, Acacia linifolia and Dillwynia juniperina, the function of elaiosomes has been studied. The hypothesis was that elaiosomes are involved in the dispersal of seeds by ants. To test this hypothesis, removal of seeds with elaiosomes was compared to seeds from which the elaiosome was removed and observations were made to confirm that the agents of seed removal were indeed ants. It was found that the removal of seeds with elaiosomes was significantly greater than those without elaiosomes for D. juniper but not for Lyninia. Observations of seed removal confirmed that ants were the only herbs of seeds. © 2000 comments and questions should be directed to Unilearning@uow.edu.au page 18 as English speakers, we can build sentences such as: The Prime Minister caused the financial crisis. Or the financial crisis was caused by the Prime Minister. Deciding which sentence to use is governed by whether we want to focus on the 'prime minister' and what he or she did, or the 'financial crisis' and what caused it. This choice in focus is achieved with the use of the active or passive voice. When you want your readers to focus on the 'doer' of an action, you can make the 'doer' the subject of the sentence and use the active form of the verb. When you want readers to focus on something (or the person) affected by the action or action itself, you can make the effect or action the subject of the sentence and use the passive form of the verb. Click here to see how the use of the active and passive voice contributes to the formality of the model texts. © 2000 comments and questions should be directed to Unilearning@uow.edu.au 19 academic writing often described as complex and abstract. This is partly due to the subject of writing; However, this is also due to the language itself. Three characteristics that can create complexity in academic writing are the frequent use of passive voice, nominalization, and expanded nominal groups (or noun). Learning to use these structures in your writing is an important part of being a sophisticated university writer. The following section will discuss passive voice, nominalization and expanded nominal groups and focus on teaching you how to integrate these academic structures into yours © 2000 comments and questions should be directed Unilearning@uow.edu.au 20 this page has identified the types of words used in academic writing; How to select these words; using technical vocabulary and expert in your writing; How to convert a more personalized language into the imperial language required by an academic language, as well as what types of language to avoid in academic writing. Conventions and academic structures are also used to facilitate the development of academic tone in your writing. © 2000 comments and questions should be directed to Unilearning@uow.edu.au Unilearning@uow.edu.au

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