

The background of the slide is a photograph of several books. In the foreground, two books are open, showing their pages. Behind them, there are stacks of closed books. The lighting is warm and slightly dim, creating a scholarly atmosphere. The text is overlaid on this image.

ENGLISH FOR ACADEMIC WRITING

Guidelines

A dark, moody photograph of a desk. On the left, a desk lamp with a black base and a white shade is partially visible. In the center, an open book lies flat on the desk surface. The background is dark and out of focus.

Study to show yourself approved unto God, a
workman that needs not to be ashamed,
rightly dividing the word of truth

2 Timothy 2:15

An academic paper relies on the combination of **research skills** in sourcing information and writing skills which is the ability to articulate the findings in a coherent way exhibiting a good command of English.



A background image of a graduation ceremony with students in caps and gowns. An orange horizontal bar is located in the top left corner.

ACADEMIC WRITING

- **Research Skills** - the ability to explore, examine, extract, evaluate and exhibit information that is relevant to a particular topic
- **Writing Skills** - Writing skills refer to the putting together of evidence and examples or compiled information into a single coherent paper

THE 5-E's OF RESEARCH SKILLS

- **Exploration** - the use of a variety of ways and opportunities to find (dig out) relevant information on the research topic based on a specific set of academic requirements.
- **Examination** - individualised aspect of the exercise where the student appreciates the information with the view to best represent what the source is saying
- **Extraction** - the process of citing information either as a direct quote, a reference, summary or paraphrase of the original
- **Evaluation** - assessment of information as it relates to the significance of its contribution to the student's take or position on the given topic of research.
- **Exhibition** - the final presentation of the paper which reflects the findings and the careful architecture strictly followed from introduction, body and conclusion as well as adherence to the academic writing and formatting requirements

STRUCTURE

- **Introduction** - comprises about 5% of the paper providing background on the main topic; explaining the academic problem and telling the reader what to expect in the rest of the essay;
- **The Body** - delivers on what the introduction promised by fully developing the line of arguments that are supported by evidence and examples from the body of scholarly works. The flow of connected ideas is what gives the paper its greatest impact and impression of academic achievement.
- **The Conclusion** - summarises the main points of the paper by articulating what has been achieved through that line of presentation



Presentation



- Argumentation - how you express your viewpoint and answer the research questions you have set, using evidence and examples gleaned from the research findings
- Coherence - the way an argument is logical, complete, clear, and complimentary to the rest of the paper. Academic papers have headings and subheadings which follow a numbering system to assist the reader with development of thought and congruity
- Comprehensive approach - ensuring that all that is necessary to realise a well-researched and written paper has been attended to. This is usually achievable through the quality of research questions that are posed at the commencement of the exercise





FORMATTING

- Font type and size - Times New Roman or Arial
- Spacing - 1.5 line spacing
- Headings (Titles are centred, main headings are in CAPS and BOLD, Subheadings are Bold and in Italics Sentence format)
- Numbering (MAIN HEADINGS are First level will have one digit 1.; Subheading at Second level will be 1.1 and Subheading at Third level will be at 1.1.1 etc)
- Paragraphs – indicated by skipping a full line to demarcate one from the other

STRUCTURE

- Title Page
- Outline
- Paper
- Bibliography

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Or

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Abbreviations

- The following abbreviations or replacements are used if certain information is unavailable:
- No page number - nn (this applies to online, kindle/electronic resources)
- No author - Anonymous (you can use the resource title)
- No date - n.d. (use date accessed for internet resources)
- No place - n.p (where the city of publication is not listed)
- No publisher - n.pub. (when the publisher is indeterminable)

Quotations

- As an example, let us suppose that you wish to quote from Alister McGrath's book, *Justification by Faith*, published in 2020. The sentence you wish to quote appears on page 89. The actual quotation is placed in quotation marks, and the reference follows in parentheses, thus, "The word of justification is thus both the word of judgment and the word of life" (McGrath 2020:89).

Quotations that are four or more lines in length should be single spaced and indented five spaces from the left as well as the right margin. *No* quotation marks should be used in this instance, but the notation should appear at the end of the quote, as above. An example would be as follows:

The word of justification is thus both the word of judgment and the word of life. It exposes and destroys our illusions about ourselves, revealing us as inadequate creatures of sin that must die. It also offers us the word of life in that it proclaims that death, the final event and boundary of finite human existence, has been confronted and overcome through the death and resurrection of Jesus Christ (McGrath 1988:89).

A quotation from a book written or edited by multiple authors (such as *On Being Witnesses*, written by J.J. Kritzinger, P.G.J. Meiring, and W.A. Saayman) may be acknowledged as follows: (Kritzinger et al 1994:67).

Always use the abbreviated form of the Scripture reference if it is placed in parentheses (as in the above examples), but spell it out in full if it is used in the text of your assignment, as follows: Paul writes in Romans 5:1 that peace with God is the outcome of our justification. Note the following examples of the abbreviated form for use in parentheses after a quotation from Scripture: (Rom 3:23; Rom 5:1-5; 1 Cor 1:26-2:5). Do not use Roman numerals in referring to Biblical books. Use the following form: (1 Cor 1:18; 2 Th 2:16-17; 3 Jn 11). Never use the cumbersome form, First Corinthians chapter 2 verses 1 to 5. For a quote within a quote, use single quotation marks, as in the following example: "Jesus answered, 'The work of God is this: to believe in the one he has sent'" (Jn 6:29).

Old Testament:

Gen; Ex; Lev; Num; Deut; Jos; Ruth; 1 Sam; 2 Sam;
1 Kgs; 2 Kgs; 1 Chr; 2 Chr; Ezra; Neh; Est; Job;
Ps (plural: Pss); Prov; Eccl; Song; Isa; Jer; Lam;
Ez; Dan; Hos; Joel; Amos; Obad; Jonah; Mic; Nah;
Hab; Zeph; Hag; Zech; Mal.

New Testament:

Mt; Mk; Lk; Jn; Acts; Rom; 1 Cor; 2 Cor; Gal; Eph;
Phil; Col; 1 Th; 2 Th; 1 Ti; 2 Ti; Tit; Phm; Heb; Jas; 1
Pt; 2 Pt; 1 Jn; 2 Jn; 3 Jn; Jude; Rev.

WRITING SKILLS

- Language - the only means to access your intentions through well-structured paragraphs and clear topic sentences enable a reader to follow your line of thinking without difficulty.
- Your language should be concise, formal, and express precisely what you want it to mean.





PASSIVE AND ACTIVE VOICE

- The passive voice focuses on the object of action while the active voice focuses on the subject.
Goliath was killed by David (Passive.)
David killed Goliath (Active voice.)
Passive voice construction ("was killed") is reserved for those occasions where the "do-er" of the action is unknown.



PUNCTUATION

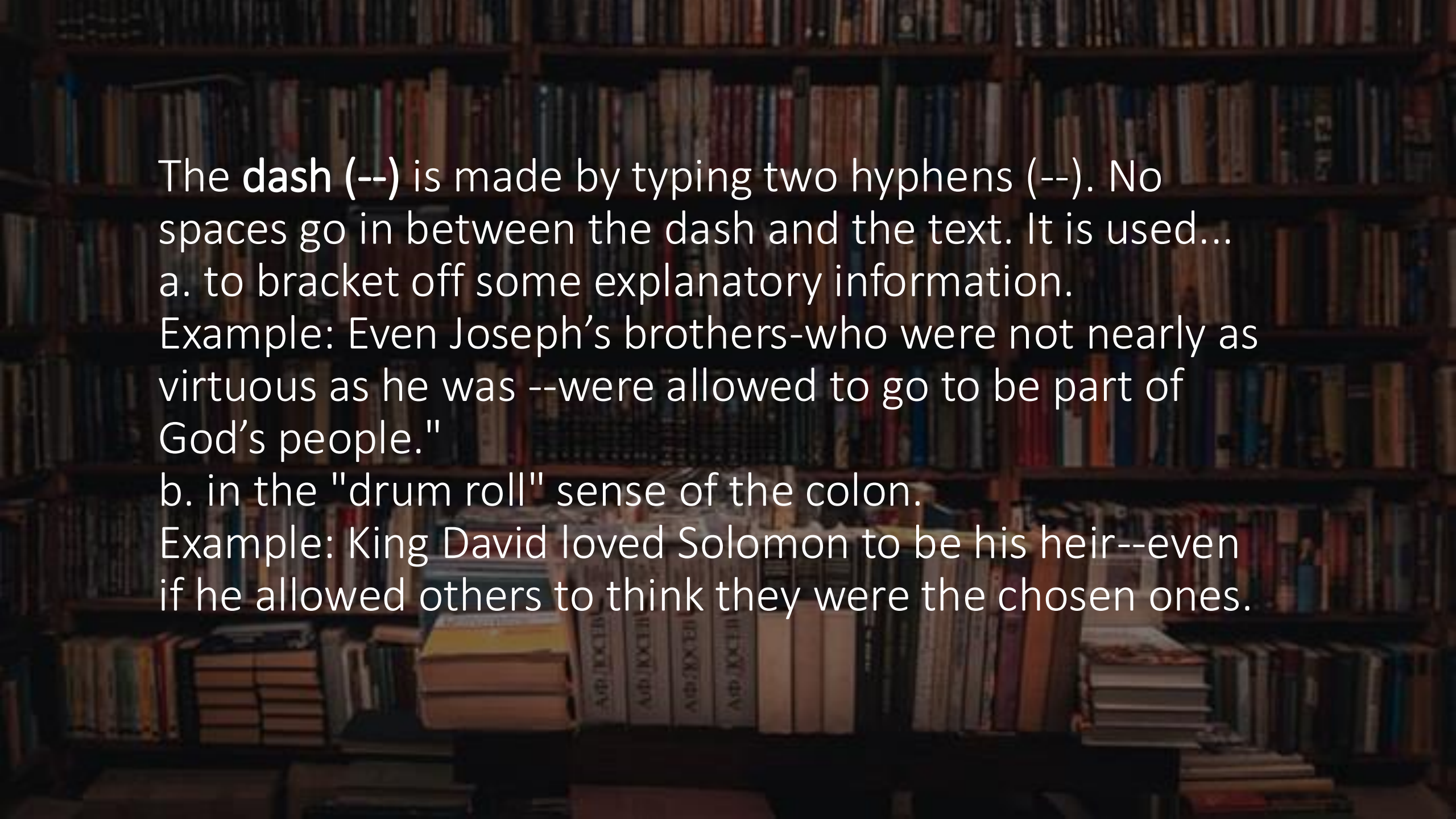




The semi-colon (;) separates two complete sentences that are complementary.
Example: He was born covered with hair; they called him Esau.

The **colon (:)** is used either preceding a list,
Example: There are seven things that Lord hates: A proud
look,
a lying tongue, Hands that shed innocent blood, a heart that
devises wicked plans,
feet that are swift in running to evil, a false witness *who*
speaks lies,
and one who sows discord among brethren.

or as a sort of "drum roll," preceding some big revelation.
Example: And now these three remain: faith, hope and love.
But the greatest of these is: love.



The **dash** (--) is made by typing two hyphens (--). No spaces go in between the dash and the text. It is used...

a. to bracket off some explanatory information.

Example: Even Joseph's brothers--who were not nearly as virtuous as he was --were allowed to go to be part of God's people."

b. in the "drum roll" sense of the colon.

Example: King David loved Solomon to be his heir--even if he allowed others to think they were the chosen ones.

Apostrophe (') The **apostrophe** has three uses: 1) to form possessive nouns; 2) to show the omission of letters; and 3) to indicate plurals of letters, numbers, and symbols.

To Show Possession To see if you have a possessive, turn the phrase around and make an "of ..." phrase. Example: the newspaper's column = the column of the newspaper

To show possession by a singular noun, add 's to the singular form of the word (even if it ends with the letter s.) Example: the owner's car.
Example: James's hat.

Add 's to the plural forms that do not end in s. Example: the children's game
Example: the geese's honking Add 's to the end of plural nouns that end in s.
Example: the houses' roofs

Example: three friends' letters Add 's to the last noun in a group to show joint possession of an object.

Example: Todd and Anne's apartment.

To Show Omission of Letters In contractions, one or more letters (or numbers) have been omitted. The apostrophe shows this omission. Contractions are common only in speaking and informal writing.

Examples: don't = do not; I'm = I am; shouldn't = should not; didn't = did not

To Form Plurals of Letters, Numbers, and Symbols Although apostrophes are usually not used to form plurals, they are inserted in the creation of the plurals of letters, numbers, and symbols. Two A's = two letters that happen to both be A.

Example: Nita got A's on her Biology quizzes. Six 5's = six numbers that are each 5. Example: There are six 5's in my SSN. Many &'s = Many ampersands

Example: That printed page has too many &'s on it. Do Not Use Apostrophes for Possessive Pronouns or for Noun Plurals His, her, its, my, yours, and ours are possessive pronouns.

A person is holding a Kindle e-reader, displaying a page titled "PROLOGUE". The background is a blurred cafe setting with bowls of lemons and pickles on a wooden table. The word "GRAMMAR" is overlaid in white, underlined, across the center of the image.

GRAMMAR



ADJECTIVES AND ADVERBS

- Make sure you use adjectives and adverbs correctly. Adjectives describe, identify and quantify people or things and usually go in front of a noun. They don't change if the noun is plural. Adverbs modify verbs, adjectives and other adverbs and usually come after the verb. For example:
He's a slow driver. (adjective)
He drives slowly. (adverb)



HOMOPHONES

- Homophonic words are words that are pronounced in the same way as other words but have different meanings, even if they are spelt differently. This can obviously create confusion and unfortunately there are many of these words in English. For example:

they're – their – there

you're – your

it's – its

I – eye

here – hear

break – brake

flower – flour

our – hour

So, when you're writing, be careful to choose the right spelling. And when you listen, remember that a word you think you understood may have another meaning. Try to understand that meaning from the context.



CONJUGATION

- Remember to change the verb to agree with the subject. The main subjects you need to be careful with are he, she and it because they often have a different form to the others. For example:
She has two cats. RIGHT
She have two cats. WRONG
This seems like a small mistake to make but unfortunately, it's a very noticeable one. So, if you can avoid it, it'll make a big difference to how accurate you sound.
Remember also that when you describe something using 'There is/are', the verb must agree with the first item you mention. For example:
There is a sofa, some chairs and a table.
There are some chairs, a table and a sofa.



CONNECTIVES

- If you want to connect two ideas or short phrases, you can do so by using a conjunction. For example,
I'm studying English. English is important.
becomes:
I'm studying English because it's important.
The most common conjunctions are:
and – addition
because – to give the reason
but – to express contrast
so – to describe a consequence
or – to describe an alternative

A large, bright, orange-yellow full moon is positioned in the upper left quadrant of the image. The sky is dark and filled with wispy, light-colored clouds. The moon's surface shows some detail, with darker patches visible. The overall lighting is dim, with the moon being the primary light source.

SPELLINGS

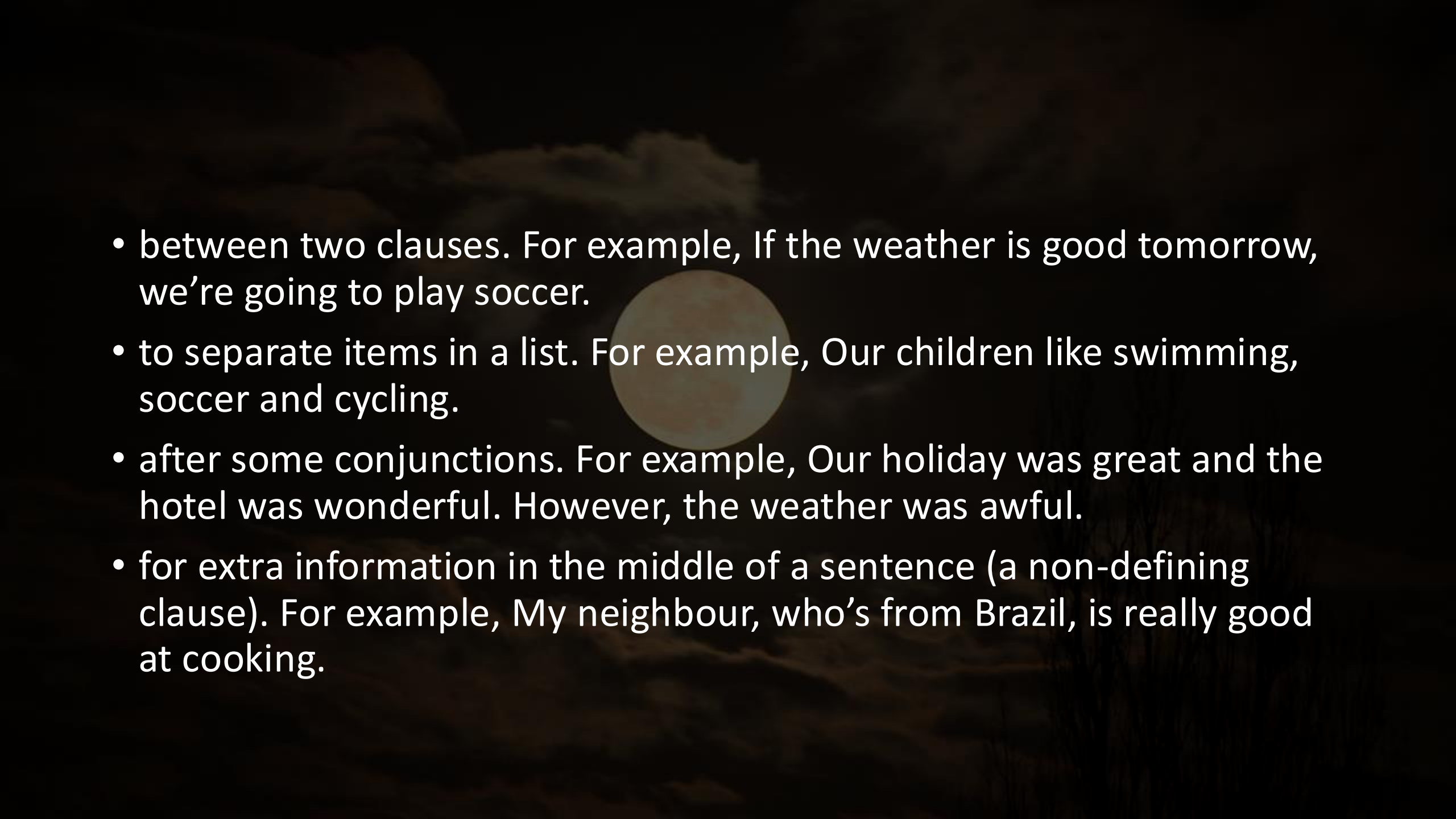
- Be consistent about using British or American spellings in your writing. In general, Canadians use both British and American spellings. While Canadians generally prefer the British –our ending in words like honour and colour, for example, the American –or endings for these common words are also acceptable.
- Set your computer spell check default to British English for consistency so you have consistency with words where forms are different eg: characterize vs characterise; catalyze vs catalyse etc



SENTENCE CONSTRUCTION

- Generally speaking, sentences in written English are not particularly long. This is good news for English learners because it means you don't need to worry about writing long, complex sentences. A sentence usually has two, or possibly three, clauses (subject + verb + object), linked by a conjunction (see above).

A good way to make your sentences even clearer is to add commas. Commas help the reader understand where one phrase finishes and another begins. The most common occasions where it's recommended to put a comma are:

- 
- between two clauses. For example, If the weather is good tomorrow, we're going to play soccer.
 - to separate items in a list. For example, Our children like swimming, soccer and cycling.
 - after some conjunctions. For example, Our holiday was great and the hotel was wonderful. However, the weather was awful.
 - for extra information in the middle of a sentence (a non-defining clause). For example, My neighbour, who's from Brazil, is really good at cooking.



PAST TENSE

- Speaking about the past in English is not particularly difficult. Every subject uses the same word to express the past, so you don't have to worry about learning six different words as in some languages. However, many verbs are irregular and don't follow the regular form of adding -ed or don't even change (eg. put). You don't need to know all of these, but try to learn the most common ones (approximately 20).
- Go – *went*
- Have – *had*
- Make – *made*
- Put – *put*



VERB TENSES

- If you're just starting to learn English, you won't know all the tenses yet. And that's fine. Just focus on becoming familiar with the four or five that are used most often. Aim to be able to use these:
- Present simple – to describe habits and permanent situations. For example, We live in New York.
- Present continuous – to describe current situations and future plans. For example, I'm meeting John later.
- Past simple – to describe finished past actions. For example, They arrived at 3 p.m.
- Present perfect – to describe past actions connected to now. For example, We've finished the reports.
- Will – to describe future actions. For example, I'll meet you in front of the conference centre.



SUMMARY

- This exercise is twofold: Research Skills and Writing skills. Under Research skills entails information compilation to ensure comprehensive findings on the subject matter.
- Writing skills pertains to constructing a coherent and conceptually competent document using appropriate language for tertiary studies. Learning these two disciplines will assist with good academic papers.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Personal Devotion 07:00-09:30	Intercession 06:00	Personal Devotion 07:00-09:30	Personal Devotion 07:00-09:30	Personal Devotion 07:00-09:30	Personal Devotion 07:00-09:30
Admin APN	07:00-09:30 Personal Devotion	10:00-11:00 Reading and lesson Preparation	10:00-11:00 Reading and lesson Preparation	10:00-11:00 Reading and lesson Preparation	10:00-11:00 Reading and lesson Preparation
			General Admin		
Admin Victory Tab National Interests	Up to 11:00 Admin/General Work	Call Visitors and Members	14:00 till late	Admin and Calls CCL	Admin Apostolic Council when available
Reading and lesson Preparation	UNAVAILABLE				UNAVAILABLE
14:00 – 16:00 Open for General Appointments/Field Work		14:00 – 17:00 Open for Members Appointments/ Field Work	Meet on First come first served	14:00 – 16:00 Open for General Appointments/ Field Work	
		18:00 1 st Wednesday In-service Mentoring	18H00 AIM Institute		

Finish By When	Main Activity	Subordinate Activity	By Whom	Remarks