Graduate Education Officers

Room G20 is in Hackett Hall to the east of Winthrop Hall. Enter the building through the wooden door that is in the middle of the western side of Hackett hall halfway between the GRS reception and Hackett Hall Café. The door has a ‘Research Initiatives’ sign outside. Enter the corridor and continue east for a short distance past the glass door on the left to G20’s wooden door.

The GEO offices are located in Student Central in the Guild Village. Come up two flights of stairs in the South West corner of the building opposite the Coop bookshop and Commonwealth ATM to the second floor. Go through the glass sliding doors – our offices are in corridor leading east.

Dr Krys Haq  6488 2095  Office 2217  krys.haq@uwa.edu.au
Dr Jo Edmondston  6488 7010  Office 2213  joanne.edmondston@uwa.edu.au
Dr Michael Azariadis  6488 1726  Office 2212  michael.azariadis@uwa.edu.au
Resources

Explorations of Style http://explorationsofstyle.com/

Doctoral Writing Special Interest Group (SIG) https://doctoralwriting.wordpress.com/home/

Writing for Research https://medium.com/@Write4Research

Thesis Whisperer http://thesiswhisperer.com/

StudySmarter WriteSmart http://www.student.uwa.edu.au/learning/studysmarter/writesmart

Online Writing Lab (OWL) https://owl.english.purdue.edu/owl/section/1/

Academic Phrasebank provides lists of academic phrases. The phrases are mostly content neutral and therefore copying them does not constitute plagiarism. http://www.phrasebank.manchester.ac.uk/


Transition Words https://writing.wisc.edu/Handbook/Transitions.html

Tense in Science Writing http://services.unimelb.edu.au/__data/assets/pdf_file/0009/471294/Using_tenses_in_scientific_writing_Update_051112.pdf


Parallel Construction https://owl.english.purdue.edu/owl/resource/623/01/

Writing Concise Sentences http://grammar.ccc.commnet.edu/grammar/concise.htm
1. Getting started

How do you think writing during your research degree differs from other types of writing you have done previously? Consider length of text, style & structure of text, depth of understanding of subject, nature of feedback, number of drafts required, publication of final version, and level of required independence.

Exploration of Style: Shouldn’t I already know how to write?  
http://explorationofstyle.com/2013/02/06/shouldnt-i-already-know-how-to-write/

What does a typical writing session look like for you?  
What do you think has driven your particular writing behaviours?

<table>
<thead>
<tr>
<th>Quiet Environment</th>
<th>Noisy Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing routine</td>
<td>Sporadic writing sessions driven by supervisor set deadlines</td>
</tr>
<tr>
<td>Stop writing when exhausted</td>
<td>Short writing session</td>
</tr>
<tr>
<td>Late night writer</td>
<td>Morning writer</td>
</tr>
<tr>
<td>Draft using word processor</td>
<td>Draft using pen and paper</td>
</tr>
<tr>
<td>Write to a plan/list</td>
<td>Unstructured writing</td>
</tr>
<tr>
<td>Dread writing</td>
<td>Enjoy writing</td>
</tr>
<tr>
<td>‘Online’</td>
<td>‘Unplugged’</td>
</tr>
</tbody>
</table>

http://examinedexistence.com/how-you-can-train-your-brain-to-create-new-habits

http://www.abc.net.au/radionational/programs/allinthemind/the-distracted-mind/6663470
With regard to academic writing, would you classify yourself as an avoider, procrastinator, perfectionist, or an enthusiast?

The Young Ones. UK TV series. [https://en.wikipedia.org/wiki/The_Young_Ones_(TV_series)]
Neil’s Exam [https://www.youtube.com/watch?v=7FtcW9u0GDE]


Model your academic writing on others – read for content, then read for structure & style. This includes both theses and papers. Be aware of plagiarism, but do not be frightened to use ‘framework text’ – try strategic language re-use and/or Academic Phrasebank:

As part of a long-term research effort aimed at establishing a sustainable rainfed farming system in the semi-arid and sub-humid regions of northwest China, this paper presents a detailed study on the water-use patterns and agronomic-performance for some cropping systems with and without fallow crops in a semi-arid environment. The objectives of this study were to: (1) determine the grain and aboveground biomass production and water-use efficiency of individual crops grown in the rotation; (2) analyze the seasonal and inter-annual patterns of soil water storage and utilization as well as water stress for the four major rotation crops of winter-wheat, corn, potato and muller; (3) determine the grain and aboveground biomass production and water-use efficiency for different rotation systems; and evaluate the capacities of the rotation systems with and without fallow crops to utilize soil water storage in conjunction with seasonal precipitation; (4) establish whether the introduction of fallow crops into the wheat monoculture significantly influences the quantity of water stored in the soil that will be used by the subsequent wheat crop; and (5) discuss the characteristics of soil conservation for different rotation systems.

The frameworks or templates would look like this (NP noun phrase).

As part of a long-term research effort aimed at [NP1], this paper presents [NP2]. The objectives of this study were to: (1) determine [NP3]; (2) analyze [NP4]; (3) determine [NP5] and evaluate [NP6]; (4) establish whether [NP7] significantly influences [NP8]; and (5) discuss [NP9].

**Academic Phrasebank – Introducing Work**

**Highlighting a knowledge gap in the field of study**

Very little is known about X in ...
What is not yet clear is the impact of X on ...
The response of X to Y is not fully understood.
To date, there has been no reliable evidence that ...
Little is known about X and it is not clear what factors ...
Much uncertainty still exists about the relationship between ...
The XX basis of this X is poorly understood.
Little is known about X and it is not clear what factors ...
2. Writing to develop your understanding

There are a large number of writing techniques you can use to help get your thoughts onto the page quickly and easily.

Free writing is an unconscious writing technique and one of the most widely used methods to 'brain dump'. It aims to focus the writer on generating text, not editing or engaging with negative thoughts.

Write or Die App by Dr Wicked is an online tool for free writing, with consequences for procrastination. http://writeordie.com/

Free write for 5min about what you hope to gain from this workshop (or a topic of your choice).

If you find unconscious writing techniques too unstructured, you may prefer conscious writing techniques like listing or mindmapping.

Purdue OWL’s Introduction to Invention
http://owl.english.purdue.edu/owl/resource/673/01/

Empire State College’s Developing Ideas for Prewriting
http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/ce2b510e7d9975ae852569c3006acccc?OpenDocument

Irrespective of what technique you use to generate text, your main focus should be on your getting your thoughts onto the page as easily as possible. An academic writing style can be ‘stamped’ onto this writing when you are clear about your message.

Once you have units of information on the page, you will need to organise this information by grouping and ordering.

Take the lollies provided. Group them, then order the groups. Describe your principle for grouping and explain how you have ordered the groups.

Did you eat any of the lollies because they didn’t fit? Was your structure easy to describe or difficult? Did you have the same lolly in two different groups?
Revision of drafts can be difficult when you look at individual paragraphs on a screen. Often you will focus on sentences. To assess the structure of your draft, it may be easier to create a Reverse Outline.

Explorations of Style - Reverse Outlines
http://explorationsofstyle.wordpress.com/2011/02/09/reverse-outlines/

1. Number your paragraphs.
2. Identify the topic of each paragraph.
3. Arrange these topics in an outline, with arrows linking the paragraphs.
4. Analyze this outline, assessing the order and the proportion of the text, and the flow.
5. Use this analysis to create a revised outline.
6. Use this revised outline to reorganize your draft and/or add or delete text.
7. Apply this revision to your full text.

Revise the structure of your draft (or the example provide on p9) using a reverse outline. Talk your partner through your reverse outline from one paragraph to the next.

A reverse outline can be useful for discussion with your supervisor about the direction of your writing. It stops you (and possibly your supervisor) from spending energy on editing text that is not ready for editing.

Editing too early creates text that is easily read but often lacking in structure and coherence. Editing is a common form of (legitimised) procrastination. Try to avoid editing early drafts – focus instead on revising for adequate evidence and logical flow of information.

Readitis is another common form of (legitimised) procrastination. Are you an obsessive compulsive article collector or a highlighter artist? Use your writing to guide your reading. When you are writing, avoid the temptation to stop and read more. Make a quick note to find a supporting reference (like ref reqd) and continue generating text. Find the reference when your writing session is over.

Understand the iterative process of drafting and feedback at the higher degree level. Drafting is much more extensive (15 – 20 drafts minimum??) and feedback is often not as positive as you have experienced in the past – it is formative not summative.

www.studentse\rvices.uwa.edu.au/__data/page/65297/Its_a_PhD_not_a_Nobel_Prize.pdf
3. Writing for your reader

Once you draft that you are confident has a clear message and a logical structure and is (relatively) complete, you can begin to edit.

At this point, you are moving from writing for you, to writing for your reader. You need to understand your audience – what do they already know and what are they expecting?

Reader’s expectations: academic norms (structure & style), disciplinary norms, introductory text, topic sentences in paragraphs, topic positions in sentences.

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Chicken Chicken Chicken Chicken (the academic study), published in the Annals of Improbable Research, vol. 12, no. 5, September-October 2006, led to Chicken Chicken Chicken Chicken (the lecture).

http://www.improbable.com/2007/05/20/chicken-chicken-chicken-chicken


Understand academic writing style & aim for simple delivery of a complex message - simple sentence structures, restricted vocabulary, and set academic phrases. This is often the opposite to the way we have been taught to write – complex sentence structures, a broad vocabulary and fear of plagiarism.

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Editing Sections

1. Are your headings and subheadings appropriate? (If you use Word Styles & Levels appropriately, you can collapse your text down to specific heading levels in Outline View).
2. Does the amount of text in each section reflect the importance of the section?
3. Does the summary of the section match the order of the text in the section? See Sample Section

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Editing Paragraphs

1. Are you paragraphs roughly the correct length? (Zooming out in Word will help).
2. Highlight the topic of the paragraph. Is there one topic or more? Is the topic in the first sentence (topic sentence)? Is the topic sentence concise enough? (Move detail to later in the paragraph).
3. Have you used multiple transitions in your paragraph? Can you remove them? If the transition as at the beginning of the paragraph it probably introduces an element of ambiguity – do you need to add more text to overcome this?

4. How does each paragraph link to the next? Does this link need to be explicit? If so, is the link early in the paragraph?

**Editing Sentences**

Read your text aloud to yourself – mark the sentences that don’t ‘sound right’. Then read your section aloud to someone else - mark the sentences that are not easy to understand for your listener.

Reading forces you to disengage from thinking about your message (have I said enough, should I read more, should I say this earlier or later...) and focus on the delivery of your message.

1. Look at sentence length – are any sentences too long? Once you have identified a long sentence ask yourself if you asking the reader to do too much all at once by simplifying the sentence message. If so, break the sentence down into manageable pieces. An exception to this is lists – often they can be long but coherent. See Example 1) Sample Sentences

2. Do you have any sentence interruptions? Can you rearrange the sentence to move the interruption at the front or back of the sentence? Can you take the interruption out altogether and create a new sentence. See Example 2) Sample Sentences

3. Can you reduce punctuation of any of the sentences? Always avoid back-to-back brackets – often by shifting your reference or removing a sentence interruption. Can you replace Latin phrases with the equivalent English words? Do you really need a dash, colon or semi-colon?

4. Is your choice of tense correct?

5. Do you have any lead-in words or phrases that are redundant? Example 5) Sample Sentences

6. Are your sentences constructed in parallel? Lists should have parallel grammatical structure. Sentences involving comparisons should ‘match’. See Example 6) Sample Sentences

7. Do you keep your terms consistent and avoid synonyms?

8. Do you have any unnecessary adjectives and adverbs?

9. Can you rearrange your text to avoid stacked modifiers? See Example 9) Sample Sentences

10. Do you start any of your sentences with pronouns like these, this, they? Replace them with the relevant noun to avoid any confusion of the reader.

**Proofreading**

Create your own checklist as you progress through your studies. Be sure to add your supervisor’s requests / instructions to this list.

Read an academic style guide to enable you to correct your mistakes and errors.
Sample section

Abstract

The cochlea presumably possesses a number of regulatory mechanisms to maintain cochlear sensitivity in the face of disturbances to its function. Evidence for such mechanisms can be found in the time-course of the recovery of CAP thresholds during experimental manipulations, and in observations of slow oscillations in cochlear micromechanics following exposure to low-frequency tones (the "bounce phenomenon") and other perturbations. To increase our understanding of these oscillatory processes within the cochlea, and OHCs in particular, investigations into cochlear regulation were carried out using a combination of mathematical modelling of the ionic and mechanical interactions likely to exist within the OHCs, and electrophysiological experiments conducted in guinea pigs.

The electrophysiological experiments consisted of electrocochleographic recordings and, in some cases, measurement of otoacoustic emissions, during a variety of experimental perturbations, including the application of force to the cochlear wall, exposure to very-low-frequency tones, injection of direct current into scala tympani, and intracochlear perfusions of artificial perilymph containing altered concentrations of potassium, sodium, and sucrose. To obtain a panoramic view of cochlear regulation under these conditions, software was written to enable the interleaved and near-simultaneous measurement of multiple indicators of cochlear function, including the compound action potential (CAP) threshold, amplitude and waveshape at multiple frequencies, the OHC transfer curves derived from low-frequency cochlear microphonic (CM) waveforms, distortion-product otoacoustic emissions (DPOAEs), the spectrum of the round-window neural noise (SNN), and the endocochlear potential (EP).

The mathematical model takes into account the known electrical properties of OHC, and includes the effect of fast and slow-motility of the cell body on transducer operating point and apical conductance. Central to the operation of the model is a putative intracellular 2nd-messenger system based on cytosolic calcium, which is involved in regulation of i) the operating point of OHC MET channels via slow motility and axial stiffness; ii) the permeability of the basolateral wall to potassium (via calcium-sensitive potassium channels); and iii) the cytosolic concentration of calcium itself, via modulation of its own sequestration into (and release from) intracellular storage organelles, and extrusion from the cell. The model was constructed in a manner which allowed simulation of different cochlear perturbations, and the comparison of results from these simulations to experimental data.
Various Eulerian link-node models have been developed for the simulation of transport for water quality modelling, including Tim et al (2003), Jin et al (1998), Lung and Larson (1995), Gu and Dong (1998) who have used WASP5 for water quality modelling in rivers and lakes. Barnell et al (2004) and Melching et al (1994) used QUAL2E for river water quality modelling. However, the Eulerian models contain an undesirably large amount of numerical diffusion in the advection simulation (Edmondston et al, 2010) and are found unsatisfactory for transport and water quality modelling.

Also, due to the limitations in time steps, Eulerian models may not be suitable for long term simulations of large river systems. In the Lagrangian frame, as the control volumes are moved with the mean flow velocity, numerical diffusion associated with advection is totally eliminated and accurate modelling of transport and water quality may be achieved.

Further, a Lagrangian model allows a large time step so that a long term simulation may be achieved.
Sample Sentences

1) The level of demand on the commitment and ability of communities to undertake coordinated and targeted action in Natural Resource Management has increased over the last two decades and there has been recognition of the need to develop community capacity to meet these new challenges yet there is little evidence of consideration of the notions of communities that can be derived from a rich, if fluctuating, history of community research.

1) Recently, immunoprecipitation experiments with antibodies to purified, bovine heart rotenone-sensitive NADH-ubiquinone oxido-reductase (also known as Complex I), as well as enzyme fractionation studies, have indicated that six human URF’s (URF1, URF2, URF3, URF4, URF4, and URF5) encode subunits of Complex I which is a large complex that also contains many subunits synthesized in the cytoplasm.

2) The smallest of the URF’s (URFA6L), a 207-nucleotide (nt) reading frame overlapping out of phase the NH2-terminal portion of the adenosinetriphosphatase (ATPase) subunit 6 gene, has been identified as the animal equivalent of the recently discovered yeast H+-ATPase subunit 8 gene.
2) The Cardiovascular Disease Programme has been given a high priority for implementation by the World Health Organisation, in particular the social, leisure, and health components of this programme, and this will assist primary health professionals to obtain grants for research directed at improving the quality of life of individuals who have developed coronary disease.

5) From analysing the data presented in Table 2 it can be clearly seen from the results that sample A is higher in sodium levels than sample B.

5) In the final analysis of this particular case it can be concluded that the policy was not appropriate for the citizens of Western Australia.

6) At 12rpm, when assessing the rotation of the large platform, there is little movement of the arms. The arms of the smaller platform move erratically when it is rotating at 36rpm.

9) Recently, several researchers have expressed concern about the use of high-efficiency multiple voltage retinal prosthesis research platforms for rabbit vision analysis.