



Structure of a Scientific Manuscript

Lee, Mikyoung

Editage Academic Trainer and Consultant

Kyung Hee University

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About Me

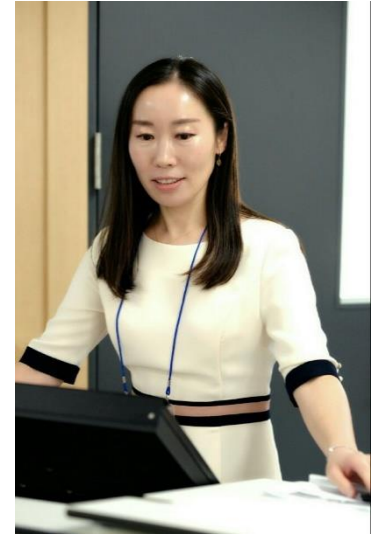
Mikyoung Lee, PhD

Education

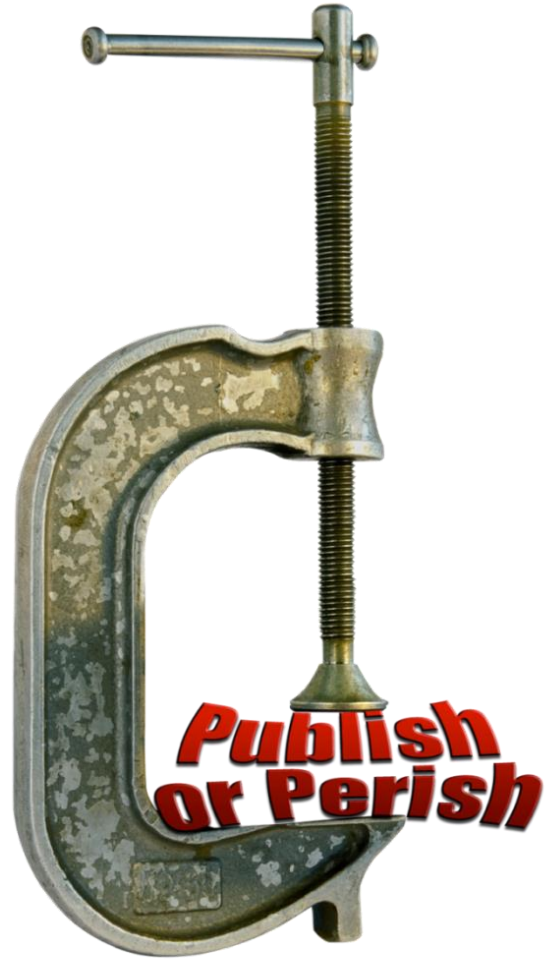
- PhD, Educational Psychology, University of Munich, Germany
- PhD, Science of Nursing, Chonnam National University
- MA, TESOL (Teaching English to Speakers of Other Languages), Sookmyung Women's University
- BA, Science of Nursing, Yonsei University

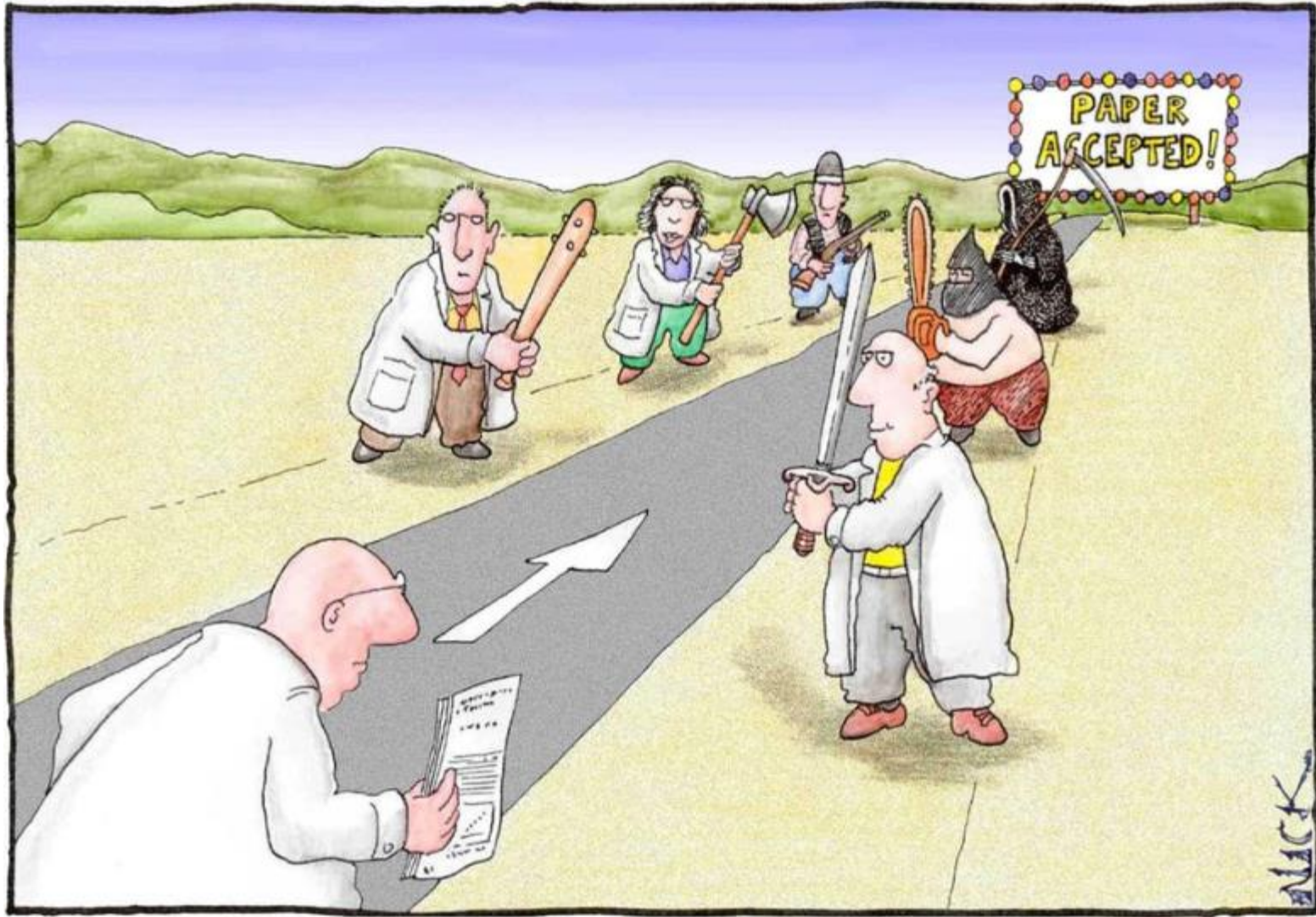
Research & Work Experiences

- Assistant Professor, Nursing Department, Kwangju Women's University
- Academic Trainer & Consultant, Editage
- Guest Researcher, Educational Psychology, University of Munich, Germany
- Reviewer, International Journal of Nursing Studies
- Research Committee Chair, Korea TESOL (대한영어교육학회)
- Editorial Board member, Journal of Korea TESOL
- Research Project, National Research Foundation of Korea (한국연구재단)
- Research Project, Bio-medical Research Institute, Chonnam National Univ. Hospital
- Former Visiting Scholar, Educational Psychology, University of Texas (UTSA), USA
- Published papers in international & domestic venues (SCI/E, SSCI, SCOPUS, KCI)



Survival of the Fittest





Myths about academic writing



Advanced technical terminology

Complex ideas or procedures



Complicated sentence structure

Unnecessarily complex words

Present complex ideas in plain, simple language

Myths about academic writing

Myth: The use of the first person or the active voice should be avoided in academic writing because it is informal.

Fact: The active voice is perfectly acceptable in academic writing. Overuse of the passive voice leads to awkward sentences.

Myths about academic writing

Myth: Simple words are not appropriate in academic writing. *Heavy* words should be used.

Fact: Plain, simple words are acceptable and even preferred in academic writing. Not all simple words are informal or casual.

Process from research to publication



Workshop Outline

- 1. The Structure of a Manuscript**
- 2. General Tips on Manuscript Preparation**
- 3. How to Improve Clarity of a Manuscript**

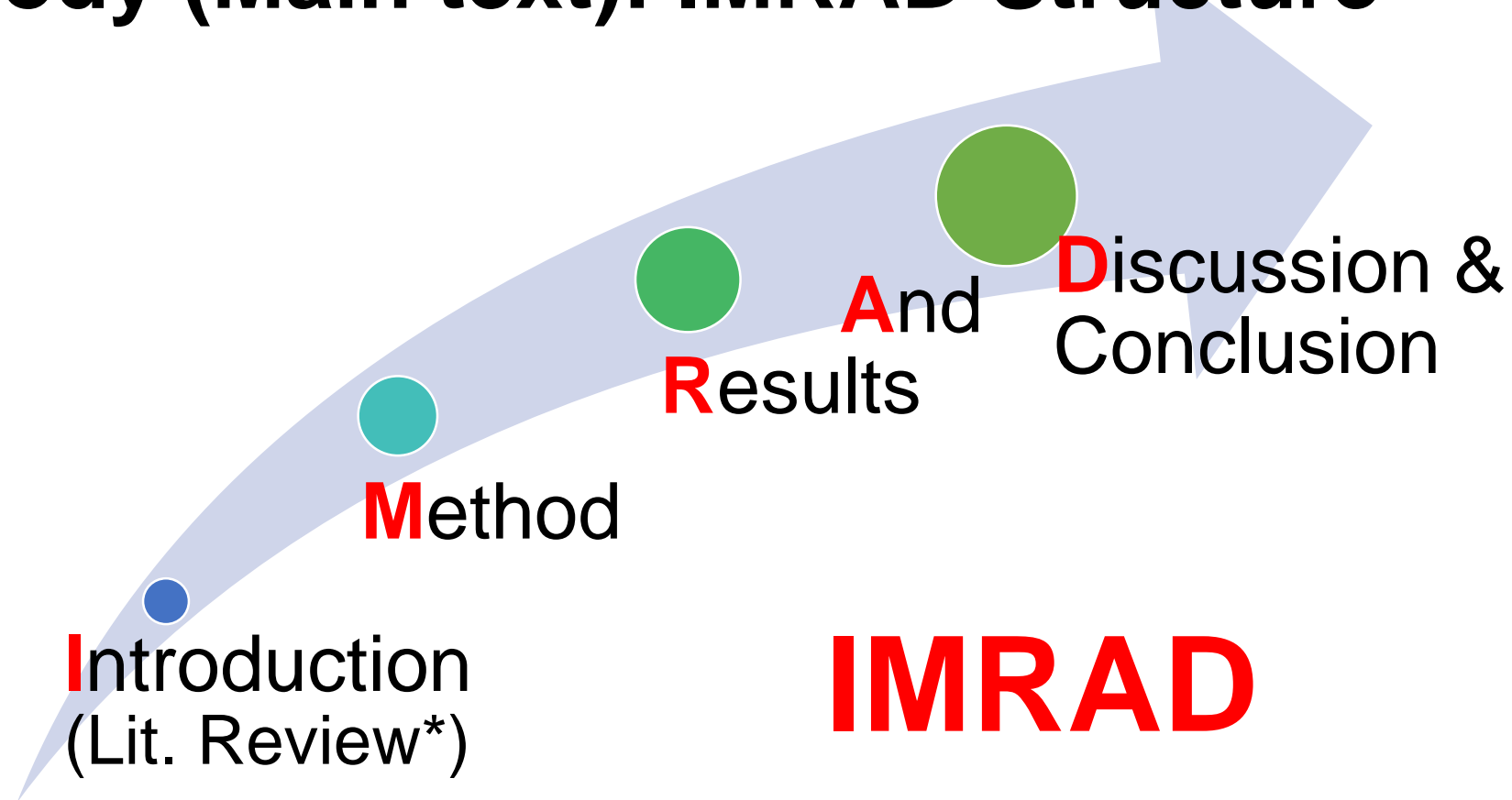
1. Structure of a Manuscript

Overall Structure of a Manuscript

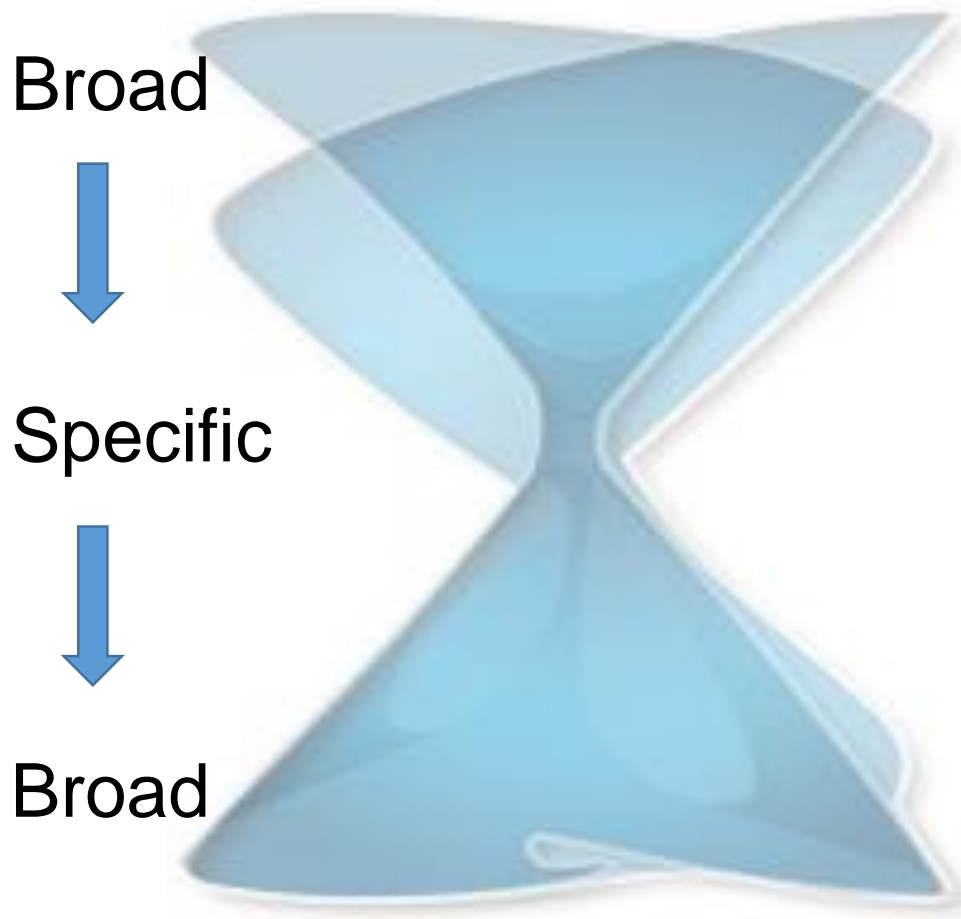
- Title
- Abstract and Keywords
- Body: Introduction, Literature Review*, Methods, Results, Discussion & Conclusion
- Tables and Figures
- References

*Every research paper is different and has different purposes. Some of the sections may not be needed; some different sections may be added. You must personalize to fit your needs.

Body (Main text): IMRAD Structure



The most basic structure of a scientific manuscript



Introduction
(Lit. Review*)

Method

Results

And

Discussion &
Conclusion

Introduction (Lit. Review*)

What are you studying and why?

- Establish background, nature of research problem, importance of topic, or novelty (originality) of the research.
- Indicate purpose, *hypothesis and outline the intention behind the paper.
- (Outline recent research relevant to your question, review the relationship between variables*)

Method

What did you do?

- Provide information on design, procedures, approach, data, and so on.

Results

What did you find?

- State main findings, or what was accomplished.

And

Discussion & Conclusion

What do your findings mean? What did you learn from the study?

- Interpret or extend results, draw inferences, point to applications, wider implications, limitations, and recommendations

Introduction Section

(What are you studying and why?)



editage

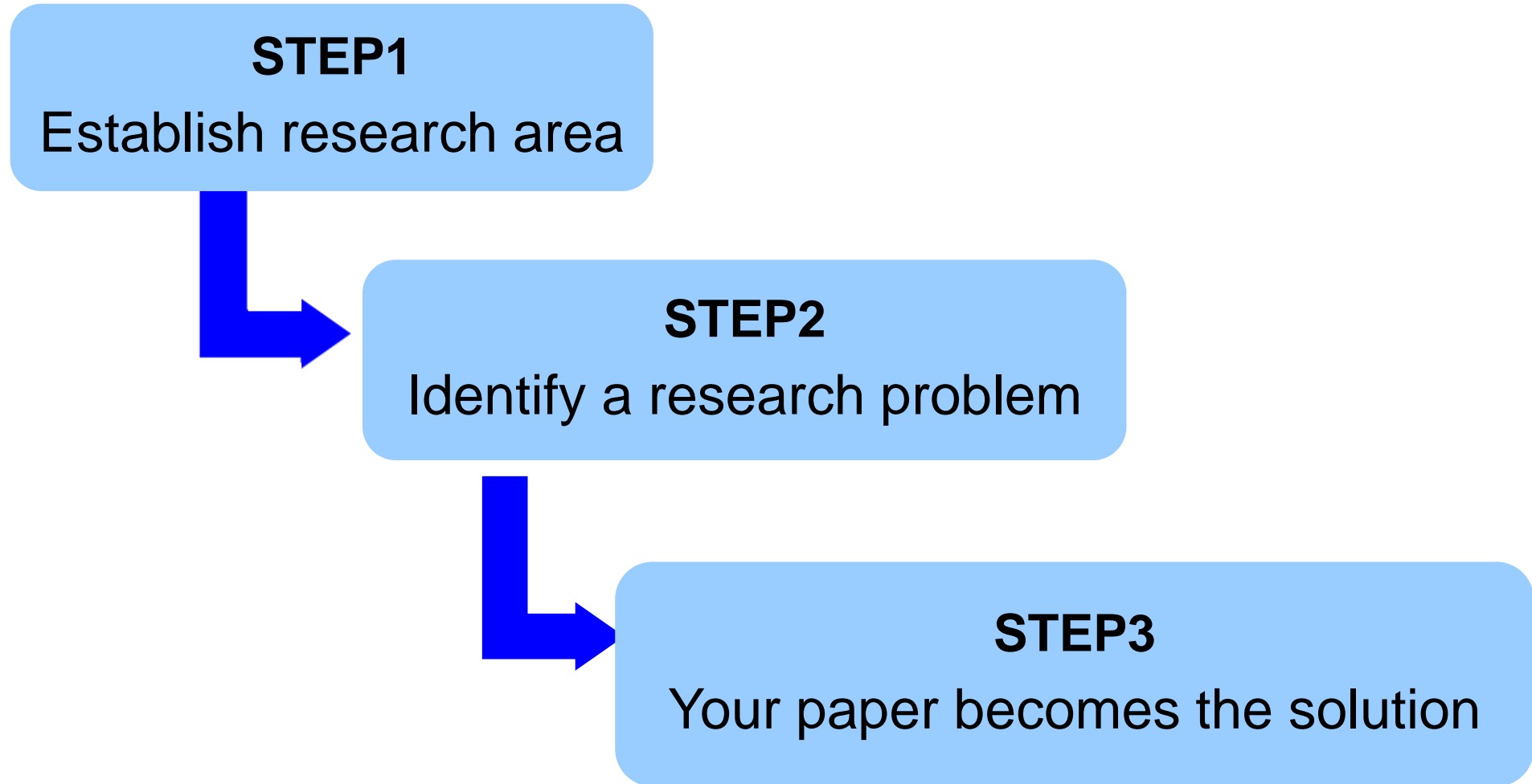


Your introduction should be the first thing you write and the last thing you finish.

Aim and Content of the Introduction

- ☞ Identify the topic and provide sufficient background for it
- ☞ State the question (purpose) clearly
- ☞ Briefly describe the experimental approach*
- ☞ Highlight the importance or novelty of findings

Introduction



STEP1

Establish research area

Establish an area to research by:

- Highlighting the importance of the topic
- Making **general statements** about the topic
- Presenting a brief overview on current research on the subject

STEP2

Identify a research problem

Identify a research niche (problem) by:

- Opposing an existing assumption
- Revealing a gap in existing research
- Formulating a research **problem**

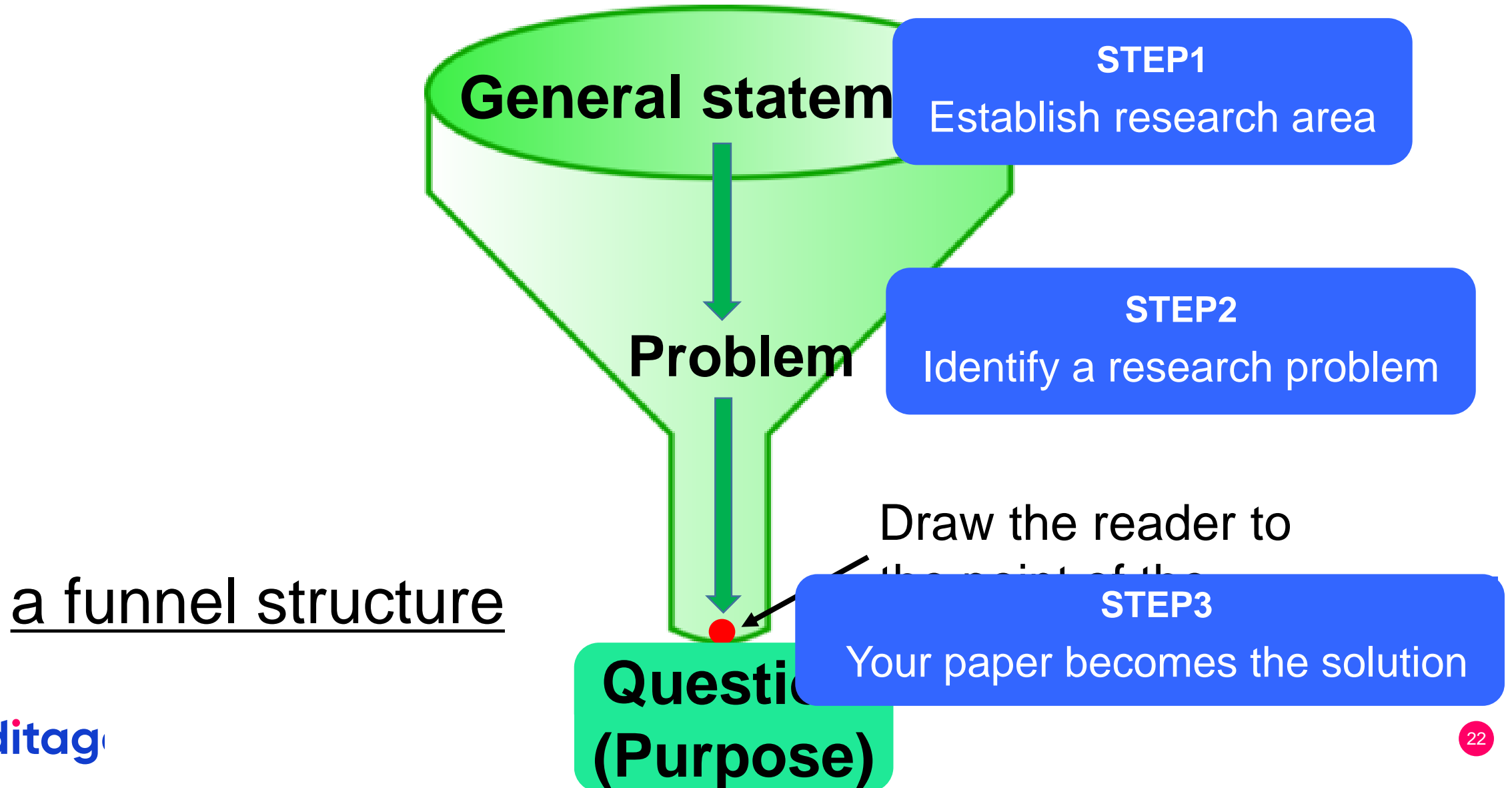
STEP3

Your paper becomes the solution

Place your research within the research niche by:

- Stating the **purpose** of your study
- Outlining the **key statements** of your study
- Describing basic methodology used*
- Highlighting important results
- Giving a brief overview of the structure of the paper

Organization of the Introduction



Step 1: Establish the research area (Funnel: wide)

General statements are key here.

The cumulative effects of environment pollution on climate change and ecological deterioration **are growing** prominent.

The delta function **has played** an enormous role in the development and advancement of quantum mechanics **since** its introduction by Dirac (2003).

Step 2: Identify research problem (Funnel: narrower)

Specific statements about what is unknown.

Many Chinese researchers **have studied** the EKC hypothesis with time series data (Chen et al., 2009; Ling et al., 2001; Peng, 2006; Song et al., 2007; Zhang, 1999; Zhao, 2005). Their findings **are inconclusive and sometimes contradictory**.

However, the evaluation of the coefficient **is not obvious** and has been the **subject of some disagreement** (Chen et al., 2009; Peng, 2006).

Step 3: Your paper becomes the solution

(Funnel: narrowest)

The most key statement is here.

Our purpose in this paper is to present a unified picture of how by letting the range of the square well approach zero in one, two, and three dimensions, one **may deduce** the bound-state structure in the delta function limit.

In order to explore the interactions and feedback between environment quality and economic growth and measure the time lag between them, **this paper builds** several models on the basis of time series data analyses and **carries out** a comprehensive study of the relationship between industrial pollution and economic factors.

Verb tenses in Introduction

Present tense: A fact or a practice that is generally accepted in the field.

Past tense: Results of individual experimental papers. Finished events in the past with a specific time.

Present perfect tense: (have + PP) Summary of generalization about research in the field or general trends in society. No specific time or date.

Present continuous/passive tense: An ongoing situation that is currently developing (... is being developed, etc.)

Methods Section

(What did you do?)



Aim of the Methods Section

- ☞ State the procedures (experiments) carried out to answer the question
- ☞ Must contain sufficient detail for a trained scientist to evaluate, repeat experiments, and give reproducible results

Methods section

- Reader needs to understand research (experimental) procedures
- Briefly mention common procedures
- Include enough detail so readers can understand how research was conducted
- Also include a description of statistical methods employed in the study



Methods section

- Provide a detailed version of procedures (supplemental data as needed)
- Who approved the study (as needed)
- Statement of the funding source and Institutional Review Board (IRB) guidelines followed (as needed)



Content of the Methods Section

1. Study design
2. Participants
3. Procedure (data collection)
 - a. **What** you did and in **which order** you did it
 - b. **How** you did it
 - c. **Why** you did it
4. Study approval, ethical consideration (IRB)
5. *Measures (validated Korean version, translation procedure...)
6. Analysis

Methods Section: Example Statements

We **conducted** a retrospective, multicentre surveillance study of all provincial hospitals in Northeast Thailand.

From the hospitals that agreed to participate, data **were collected** from microbiology and hospital databases between January 2004 and December 2010.

Methods Section: Example Statements

To examine the association between MDR and mortality, we **performed** a multivariable logistic regression analysis adjusting for a priori selected baseline confounders.

All analyses **were performed** using STATA version 14.0 (StataCorp LP, College station, Texas, USA).

Tense in the Methods Section

Because they are statements about what you did to answer the question, the Methods section is written in the **past tense**.

***Present tense** is used only when describing how data are presented in the paper, because this information is still true. Ex) “Data are summarized as mean.....”

Results Section

(What did you find?)



Aim of the Results Section

- ☞ State the results of the experiments
- ☞ Describe possible explanations for the results
- ☞ Direct readers to figures and tables that present supporting data

Results Section: Don't...

- ✗ Report every result
- ✗ Include only positive findings that support your hypothesis
- ✗ Include all your data in the text (text should lead the reader to the figure or table, not repeat what can already be seen)

Rather Do...

- ✓ Include only results pertinent to the question posed in the Introduction
- ✓ Report both positive and negative results should be reported (i.e., whether or not they support your hypothesis)
- ✓ Summarize data into tables and figures

Results Section: Example Statements

In the adjusted multivariable model, several of these associations **persisted** (Tables 2 and 3). Teaching hospitals **had** higher CIT scores (4.6 points higher, $p = 0.002$) than nonteaching hospitals.

We found no relationship between the normalized IT expenditure variables and CITAT scores, **indicating that** positive associations in the original analysis (in particular, higher automation scores associated with higher IT expenditures) **diminished** after accounting for bed size.

Results Section: Example Statements

We **did not observe** a trend in the proportion of *S. aureus* bacteraemia being caused by MRSA (Figure 2).

From 2004 to 2010, the proportions of community-acquired *E. coli* bacteraemia being caused by *E. coli* unsusceptible to extended-spectrum cephalosporins **rose from 5% (9/169) to 23% (186/815)** ($p=0.04$) (Figure 3).

Tense in the Results Section

Results are reported in the **past tense**, because they are discrete events that occurred in the past.

***Present tense** is used only when referring readers to the data (to figures and tables)

All parameters used to estimate the number of excess deaths in Thailand **are shown** in Supplementary file 2.

Discussion & Conclusion Section

(What do your findings mean?)

(What have you learned from the study?)



Aim of the Discussion & Conclusion Section

- ☞ State a clear answer to the question
- ☞ Support, explain, and defend results
- ☞ Establish limitations, future suggestions, implications, and importance of findings

Discussion & Conclusion Section

Explanation of results: comment on whether the results were expected and present explanations for the results; go into greater depth when explaining unexpected findings

References to previous research: compare your results with the findings from other studies, or use the studies to support a claim

Discussion & Conclusion Section

Deduction: a claim for how the results can be applied more generally

Assumption: a more general claim or possible conclusion arising from the results (which may be proved or disproved)

Conclusion: state main conclusions in clear

Suggestion: indicate opportunities for future research

Common Errors in the Discussion Section

✘ Do not write another Introduction

✘ Do not introduce new results in the discussion

✘ Do not restate results verbatim

✘ Do not include irrelevant topics

*Use of the first person is acceptable, but too much use of the first person may actually distract the reader from the main points.

Showing certainty about results

👉 Basic claim

Ex) An increase in smoking among teenagers **caused** long-term health problems.

👉 Stronger claim

Ex) **Based on these results**, it has become clear that an increase in teen smoking **must have caused** long-term health problems.

👉 Limited claim

Ex) **We have reason to believe that** the increase in teen smoking **may have been** one source of long-term health problems in adults.

Statements within the Discussion

State a clear answer to the question

We **tested if migratory bats**, in particular *Pipistrellus nathusii*—the most abundant species at our study site—**respond** to artificial green light at night during migration.

Our study is the first to show that **migratory bats respond** with positive phototaxis towards green light at night, which demonstrates that migratory bats are particularly susceptible to artificial light at night.

Statements within the Discussion

👉 Support, explain, and defend results

Our estimated mortality for those with MDR HAI is higher than those previously published by Pumart et al. (2012), **probably because** we used 30-day mortality rather than in-hospital mortality.

The high proportions of *E. coli* bacteremia being caused by MRSA **are consistent with** previous reports from other tropical countries.

Statements within the Discussion

Establish limitations, implications, and importance of findings

Our study **highlights the need** for public health officials and international health organizations to improve systems to track and reduce the burden of AMR in LMICs.

Our study **confirms the importance** of this species as a leading cause of hospital-acquired MDR infection in a developing tropical country.

The rising proportions of community-acquired *E. coli* and hospital-acquired *Acinetobacter* bacteraemia **suggest** that the burden of AMR in Thailand is deteriorating over time.

A limitation of this study is that more complete clinical data **were not** available.

Tense in the Discussion Section

- Use the **past tense (present perfect)** to summarize findings
- Use the **present tense** to interpret the results, discuss the significance of the findings or present your conclusions
- Use the **future tense** to make recommendations for further research or to indicate a future course of action based on the results of your paper

More example phrases

In this article, we have argued that democratization spurs states to enter IOs since doing so helps leaders in democratizing states credibly commit to maintain domestic reforms and reduces the ability of future leaders to roll back reforms.

By using slightly different methods than Hibbs's, I have estimated that the impact of political party on unemployment rate in the postwar United States is about 1 percent over eight years; this is somewhat less than half of Hibbs's estimate. **Furthermore,** there is considerable variance in the impact on unemployment of administrations of the same party label.

More example phrases

The Thomas result was obtained variationally as an upper bound, and it referred only to the ground state, **whereas our present treatment** covers all the bound states.

Further studies, using a variety of methods, **should examine** what organizational factors, such as policies, norms, and cultures, could explain these relationships.

Because of the various study limitations, **further study is warranted** to determine the generalizability of the present findings to other areas and to international settings.

2. General Tips

“Writing a journal article combines all the elements that deter motivation”. -Paul Silvia, 2009-

- √ The probability of success is low.
- √ The likelihood of criticism and rejection is high.
- √ The outcome, even if successful, isn't always rewarding.
- √ Doing research is fun; writing about the research is not.



Paul Silvia: How to Write a Lot (2007, 2018)

- **BARRIER #1: We don't have the time to write.**

→ ***We don't make time for writing!***

SOLUTION?

Make time!

Schedule your writing and stick to the schedule.

“HOW DID IT WORK FOR ME: Turning writing into a habit is difficult and I particularly struggle to balance my part-time jobs, reading, thinking and writing, with attempts to do social human stuff. Nonetheless, setting (and reaching) goals, however small, is ever so pleasing. I find it helpful to always go to the same place, if not time too, in order to develop a sense of routine. Small, manageable chunks and rewards do the trick as well, but I still have a long way to go.”

4 Tips for researchers on tackling the task of writing a manuscript

1. Prime (prepare) yourself for writing.
2. Set a fixed time.
3. Set a target of 500 words.
4. Write without stopping to edit.

1. Prime (prepare) yourself for writing.

- ☞ Before sitting down to write, talk to somebody about the work you are going to write up as a research paper (at least two people: one from your peer group and another from a totally different background).
- ☞ Explain to them what you did, what you found, and what that means.
- ☞ This talk will prime you to write: words will come easier to you when you sit down to write.

2. Set a fixed time.

- ☞ Set aside a couple of hours a day for writing, specifying the time at which you would begin.
- ☞ Minimize distractions during that time: do not take calls and stay unconnected to the Internet!
 - ☞ Even if you are unable to write during that time, do not quit: use the block of time to format references, refine tables and figures, and so on.
- ☞ Make deadlines for yourself (and rewards for meeting deadlines)

3. Set a target of 500 words.

- ☞ The time that you will set aside for writing should lead to at least 500 words in each session.
- ☞ If you fail to reach the target, be prepared to extend the time until the target is reached.

(To make the task a bit interesting, visit the website <http://750words.com>)

4. Write without stopping to edit.

- 👉 Think of a finished paper as a pottery project.
- 👉 During the two-hour sessions, your task is to get enough clay: shaping and refining the clay comes later.
- 👉 If you are stuck because a particular statistic or citation is not handy, simply insert a placeholder and continue writing.
- 👉 Later, search the file for the placeholder and replace the marks with appropriate text.

Some Practical Tips...

- ☞ **Read (read, and read!) related papers... a lot!**
- ☞ Use dictionaries and thesauruses
 - The Merriam-Webster Pocket Dictionary of Synonyms
 - Cambridge International Dictionary of Phrasal Verbs
 - Collocation: <http://www.freecollocation.com>
 - Webster's Third New International Dictionary of the English Language
- ☞ Follow Authors' Guidelines
- ☞ Use Readability statistics
- ☞ Use Grammar checkers
- ☞ Writing Resources: [Purdue OWL](#) (Online Writing Lab)

3. How to Improve Clarity of a Manuscript

1) Why is clarity important?

2) Tips to improve clarity

- Word level
- Sentence level
- Paragraph level

1) Why is clarity important?



The cost of ambiguity

- A frustrated peer reviewer
- Misinterpretation of results
- Delayed publication or rejection
- A less impactful journal



Specific errors in language can lead to ambiguity

- Word-level
- Sentence-level
- Paragraph-level

2) Tips to improve clarity

- Word level
- Sentence level
- Paragraph level

- Improving clarity at
word-level:

Correct word choice



Basic sentence structure



Strong subject-verb Agreement!

Action of the sentence

The action should be expressed in the verb

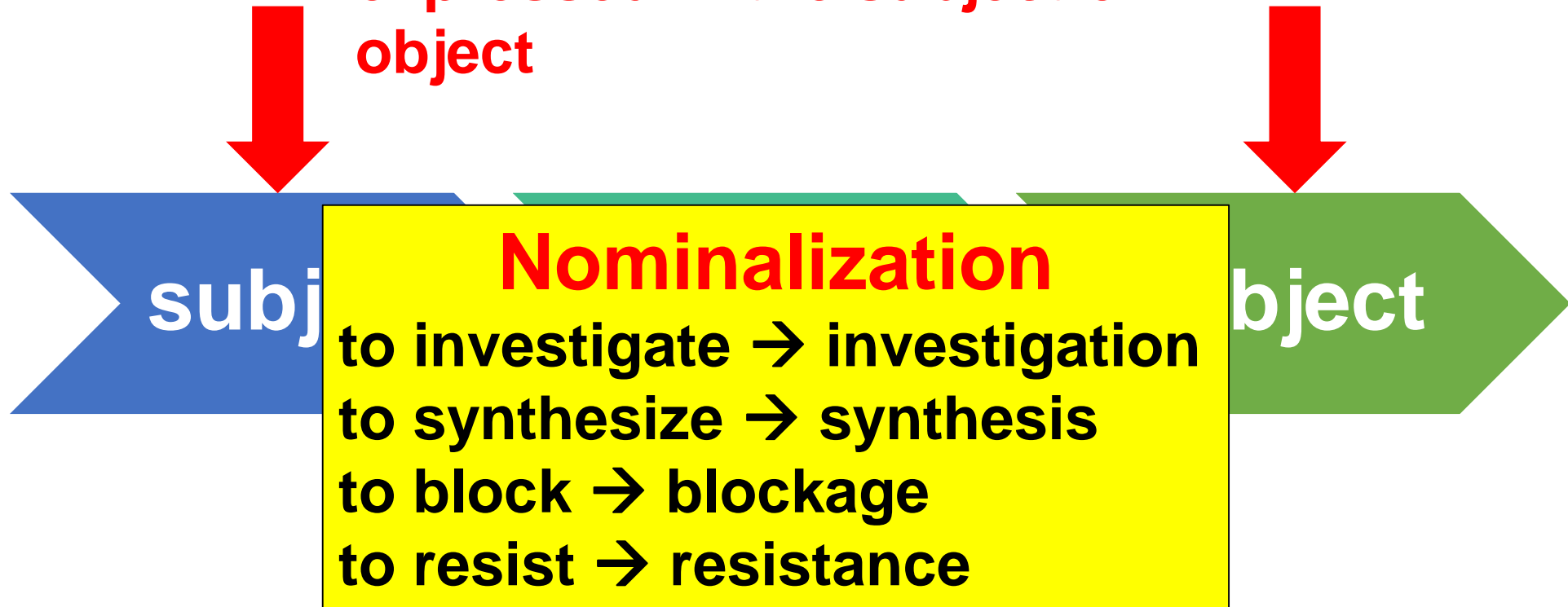


- Sentences that use strong verbs are impactful.



Action of the sentence

The action is incorrectly expressed in the subject or object



Example

- **Without nominalization**

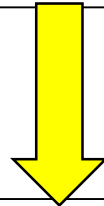
Many children experience worries when they go to school for the first time.

⌘ Many children worry about their first day at school.

Example

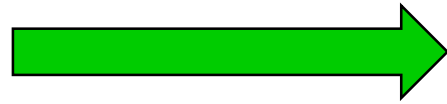
- **With nominalization**

Many children experience worries when they go to school for the first time.



The experience of children being worried while at school for the first time is common.

Nominalization can reverse the S-V order



Many children experience worries when they go to school for the first time.



The experience of children being worried while at school for the first time is common.



Tip 1: put the action into the verb

Tip 1: put the action into the verb

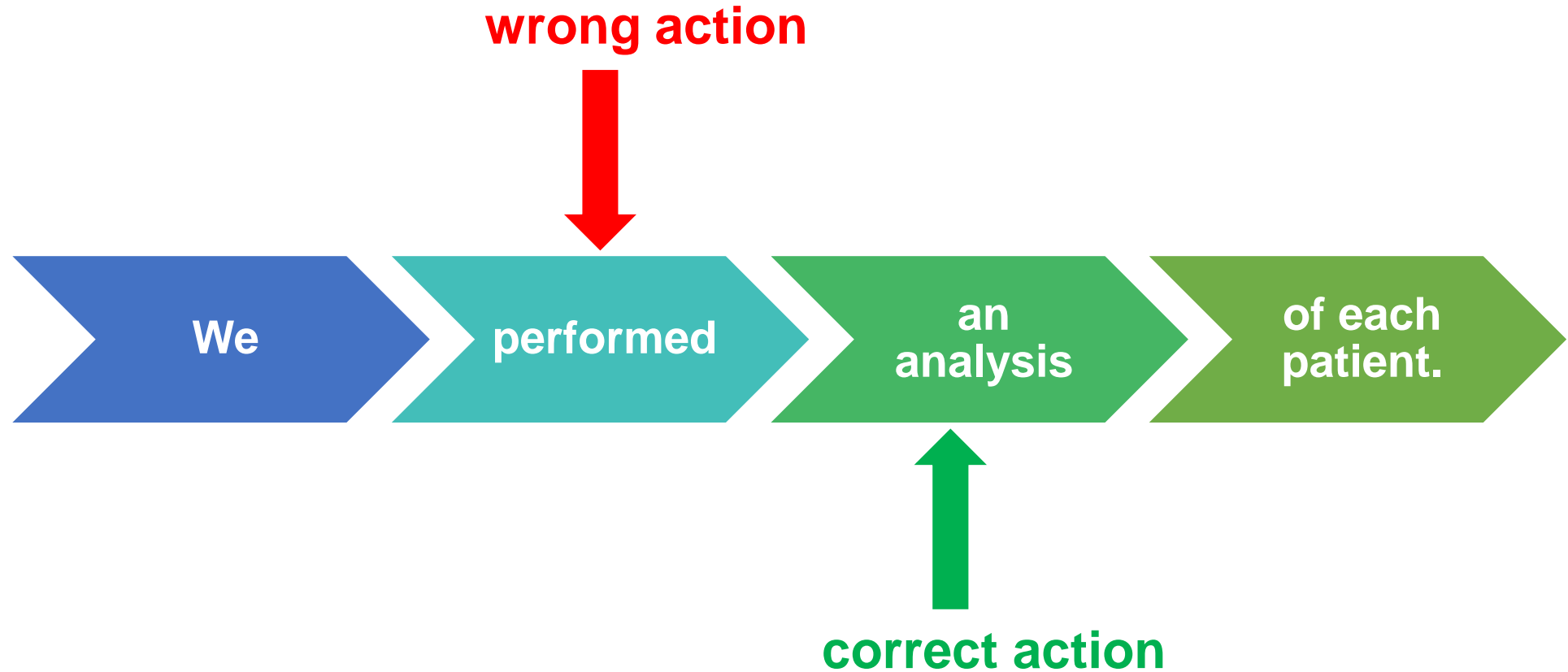
Example 1

We **performed** an analysis of each patient.

Tip 1: put the action into the verb



Tip 1: put the action into the verb

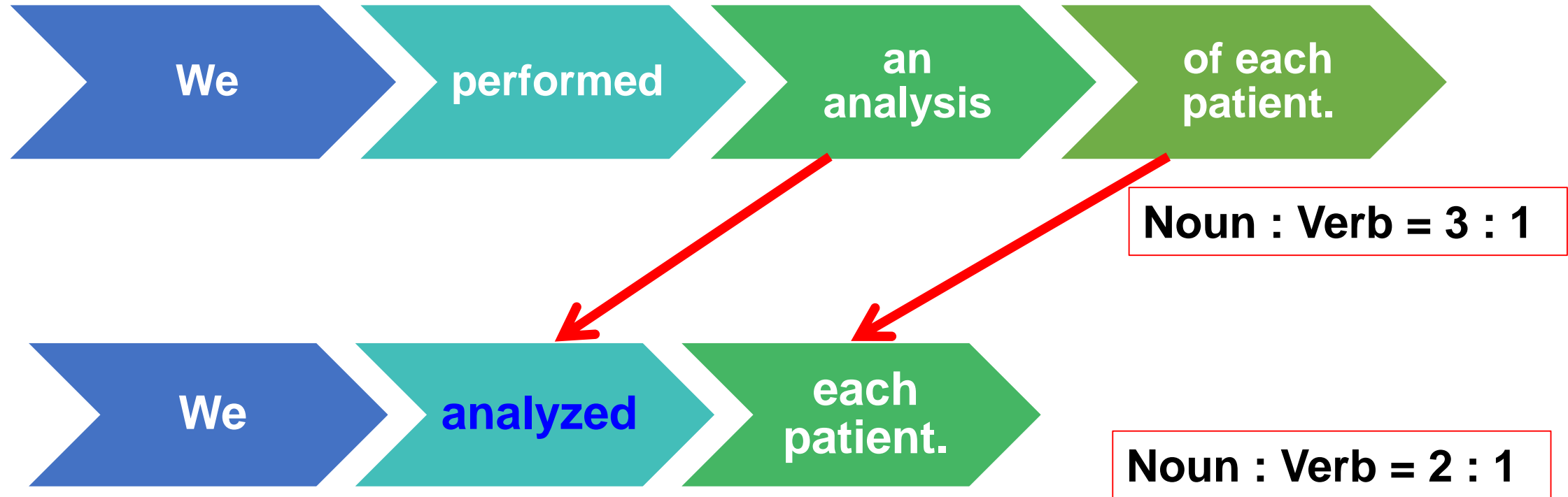


Tip 1: put the action into the verb



Reverse the nominalization
an analysis → to analyze

Tip 1: put the action into the verb



Tip 1: put the action into the verb

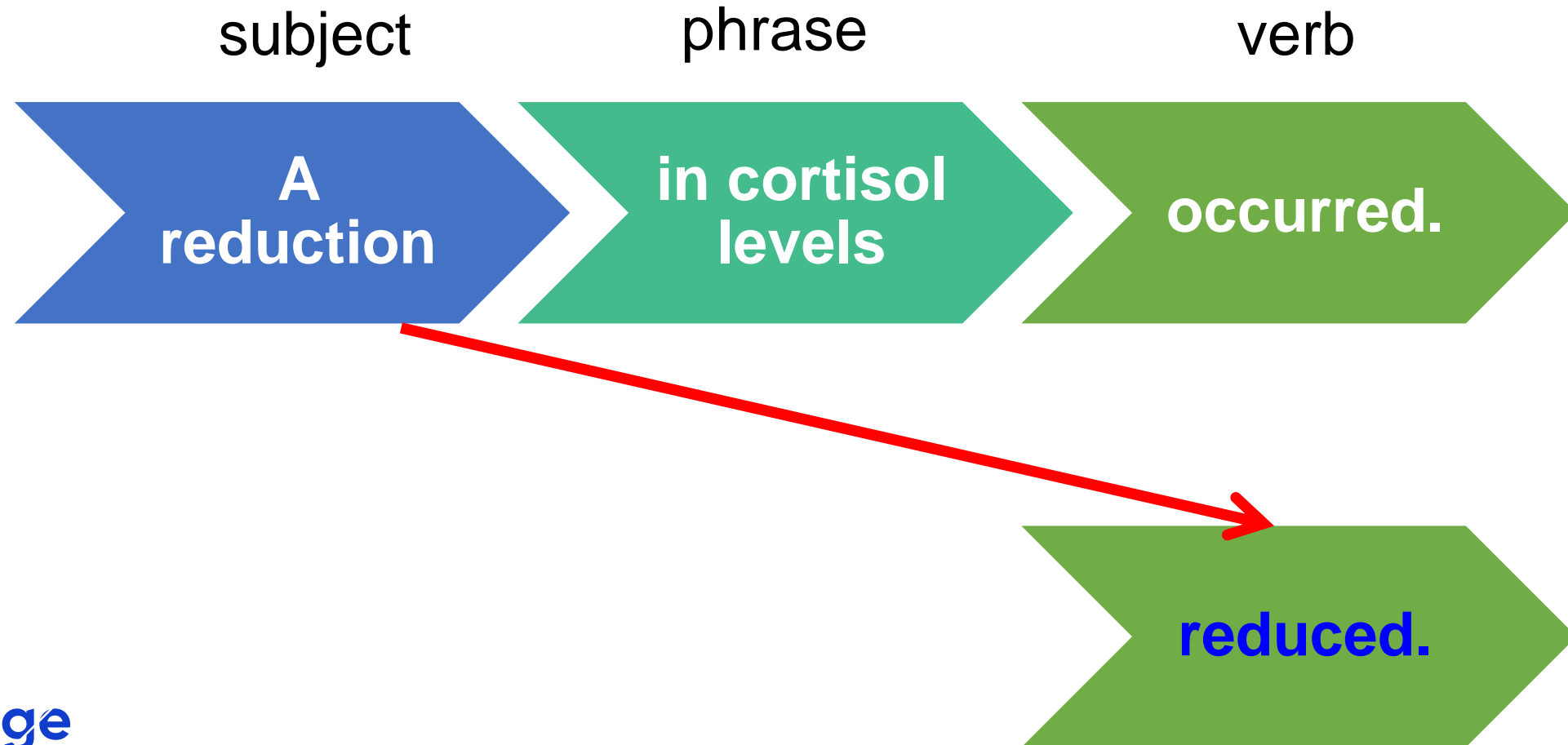
Example 2

A reduction in cortisol levels **occurred.**

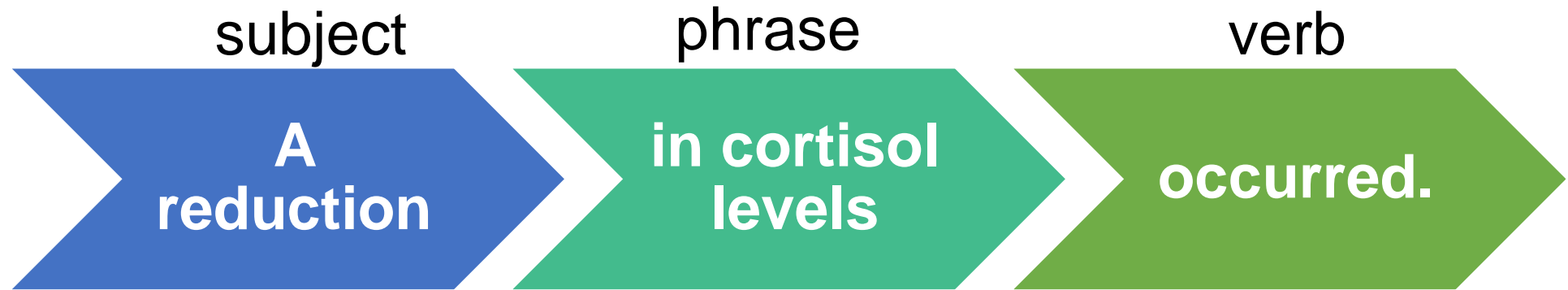
Tip 1: put the action into the verb



Tip 1: put the action into the verb



Tip 1: put the action into the verb



Noun : Verb = 2 : 1



Noun : Verb = 1 : 1

Tip 1: put the action into the verb

- **Avoid vague verbs** that unnecessarily increase wordiness of sentences.

Vague verbs

“occurred”, “was noted”, “was observed”,
“caused”, “produced”, “showed”, “elicited”,
“induced”, “revealed”, etc.

Research Article

All sentences have been taken from an article published in BMC Medicine.

Sack et al. *BMC Medicine* (2017) 15:40
DOI 10.1186/s12916-017-0801-0

BMC Medicine

RESEARCH ARTICLE

Open Access

Intranasal oxytocin reduces provoked symptoms in female patients with posttraumatic stress disorder despite exerting sympathomimetic and positive chronotropic effects in a randomized controlled trial



PTSD

M. Sack¹, D. Spieler¹, L. Wizelman¹, G. Epple¹, J. Stich², M. Zaba² and U. Schmidt^{2*}

Q1: Which sentence has an **action verb**?

1. Intranasal oxytocin caused a reduction in stress-induced cortisol levels.

2. Intranasal treatment was found to intensify re-experiencing symptoms.

3. A significant increase in salivary oxytocin levels of healthy subjects was observed.

4. Intranasal oxytocin treatment elicited a significant elevation in the baseline HR of PTSD patients.

5. TSST exposure substantially increased serum cortisol levels in healthy control subjects.

Q1: Which sentence has an **action verb**?

1. Intranasal oxytocin caused a reduction in stress-induced cortisol levels.

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Q1: Which sentence has an **action verb**?

1. Intranasal oxytocin **caused** a reduction in stress-induced cortisol levels.

2. Intranasal treatment **was found** to intensify re-experiencing symptoms.

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5. TSST exposure substantially **increased** serum cortisol levels in healthy control subjects.

Q1: Which sentence has an **action verb**?

1. Intranasal oxytocin **caused** a **reduction** in stress-induced cortisol levels.

2. Intranasal treatment **was found to intensify** re-experiencing symptoms.

3. **A significant increase** in salivary oxytocin levels of healthy subjects **was observed**.

4. Intranasal oxytocin treatment **elicited** a **significant elevation** in the baseline HR of PTSD patients.

5. TSST exposure substantially **increased** serum cortisol levels in healthy control subjects.

Q1: Which sentence has an **action verb**?

1. Intranasal oxytocin decreased in stress-induced cortisol levels.

2. Intranasal treatment intensified re-experiencing symptoms.

3. Salivary oxytocin levels significantly increased in healthy subjects.

4. Intranasal oxytocin treatment significantly elevated the baseline HR of PTSD patients.

5. TSST exposure substantially **increased** serum cortisol levels in healthy control subjects.

Q2: Where is the **hidden action** in the sentence?

A patient with arrhythmia who indicated a refusal to participate during the experiment was excluded from the study.

1. indicated
2. a refusal
3. to participate
4. experiment

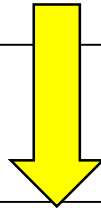
Q2: Where is the hidden action in the sentence?

A patient with arrhythmia who indicated a refusal to participate during the experiment was excluded from the study.

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4. experiment

Q2: Where is the hidden action in the sentence?

A patient with arrhythmia **who indicated a refusal** to participate during the experiment was excluded from the study.



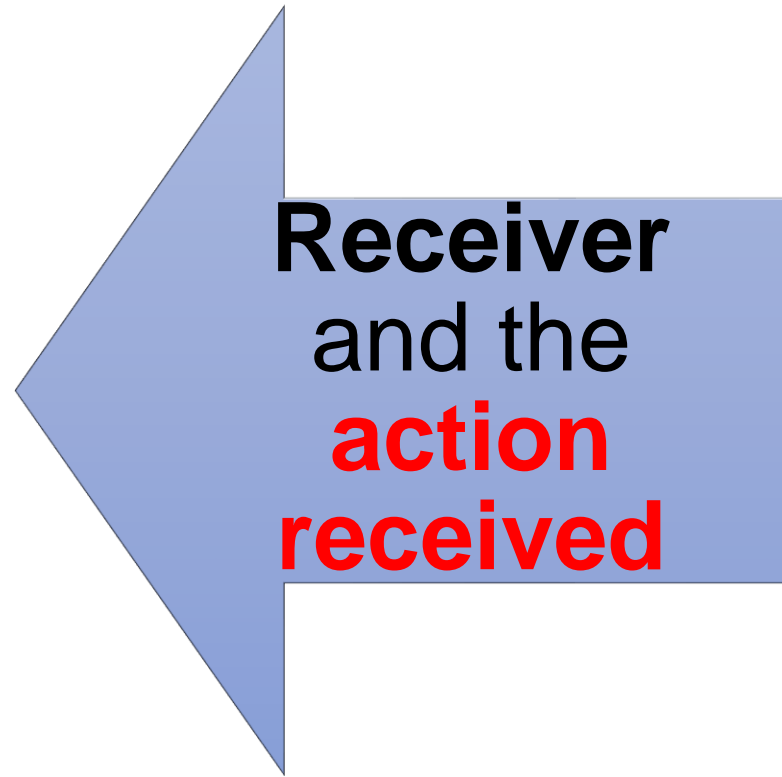
A patient with arrhythmia **who refused** to participate was excluded from data analysis.

- Improving clarity at sentence-level:

Appropriate voice



Main differences: **Passive** vs. **Active**




Main differences: **Passive** vs. **Active**



Receiver
and the
action
received

Emphasis

- The **object**
- What *received* the action
- Weaker** subject-verb



Do-er and
the **action**
acted

Emphasis

- The **subject**
- What the subject *did*
- Stronger** subject-verb

Considerations for voice use

1. When the subject (do-er) is...

1) Unknown

2) Unimportant

3) Obvious

Passive voice

2. Clarity and emphasis

3. Storyline: dynamic vs. static

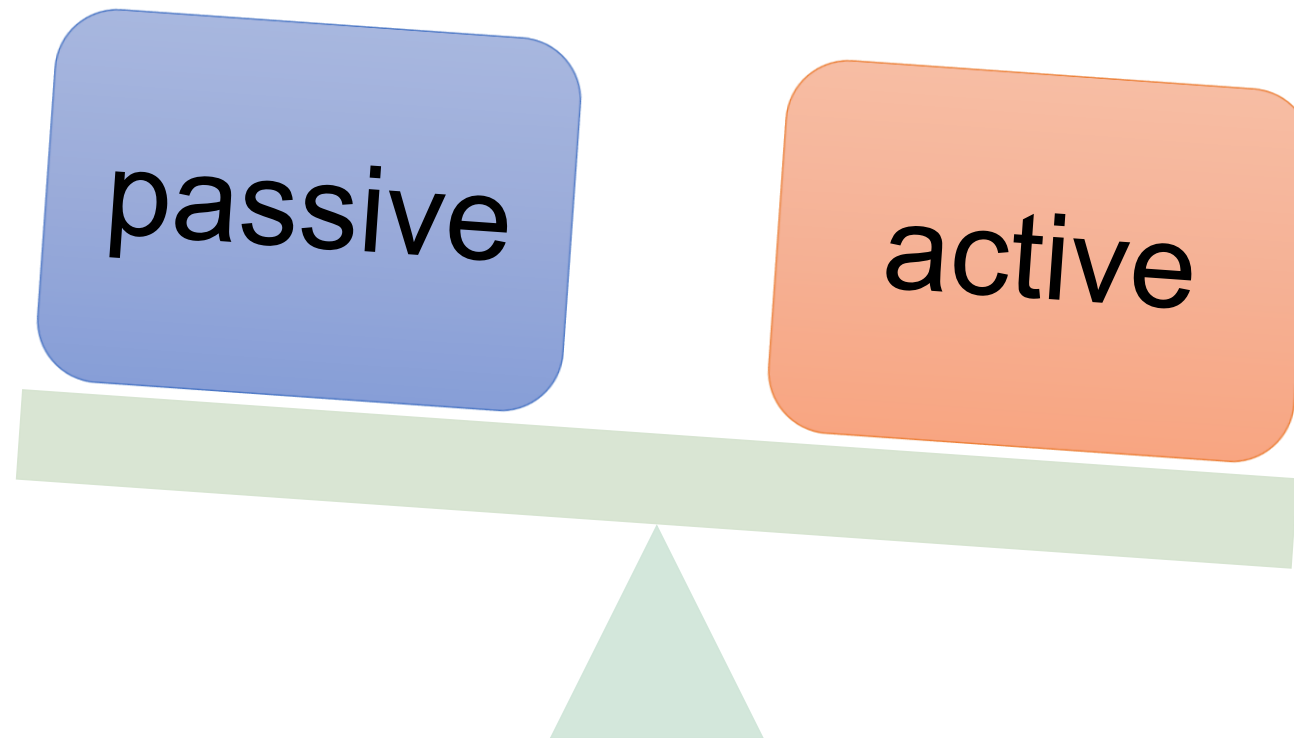
Misconceptions in scientific writing

- The passive voice is preferred over the active voice because it is the more formal style of writing.



Clarity and voice

The clarity scale



The passive voice is inherently obscure.

“We need to clearly identify our characters and then show the reader what those characters do.

The **passive voice** makes storytelling **more difficult** because it **hides the characters** deep in the sentence – if it shows them at all.” -Jacob Brogan, 2015-

- Knowing who carried out the action makes things clearer.
- The subject-verb relationship is weak in passive sentences.

The active voice is generally preferred.

“In general, **authors should use the active voice**, except in instances in which the actor is unknown or the interest focuses on what is acted on.” -[AMA Manual of Style](#)-

“Nature journals **prefer** authors to write in the **active voice** (“we performed the experiment...”) as experience has shown that readers find **concepts and results to be conveyed more clearly** if written directly.” -[Nature](#)-



Tip 2: use the active/passive voice effectively

Tip 2: use the active/passive voice effectively

Results section

Intranasal oxytocin reduces provoked PTSD symptoms

First, we analyzed the efficacy of oxytocin treatment on PTSD symptoms triggered by trauma-script exposure. Provoked PTSD symptoms were assessed with the RSDI questionnaire that allows quantification of avoidance, re-experiencing and dissociation symptoms provoked by exposure to an audiotaped individual trauma script [41]. We found that the total RSDI score was significantly reduced in oxytocin-treated patients (Table 2, $p = 0.012$). Thus, intranasal oxytocin treatment significantly attenuated PTSD symptoms triggered by trauma-script exposure.

Independent variable = “Intranasal oxytocin”

Dependent variable = “provoked PTSD symptoms”

Tip 2: use the active/passive voice effectively

Intranasal oxytocin reduces provoked PTSD symptoms

- ¹First, we analyzed the efficacy of oxytocin treatment on PTSD symptoms triggered by trauma-script exposure.
- ²Provoked PTSD symptoms were assessed with the RSDI questionnaire that allows quantification of avoidance, re-experiencing and dissociation symptoms provoked by exposure to an audiotaped individual trauma script [41].
- ³We found that the total RSDI score was significantly reduced in oxytocin-treated patients (Table 2, $p = 0.012$).
- ⁴Thus, intranasal oxytocin treatment significantly attenuated PTSD symptoms triggered by trauma-script exposure.

Sentence 1 → Sentence 2

¹First, we **analyzed** the efficacy of oxytocin treatment on PTSD symptoms.

Sentence 1 → Sentence 2

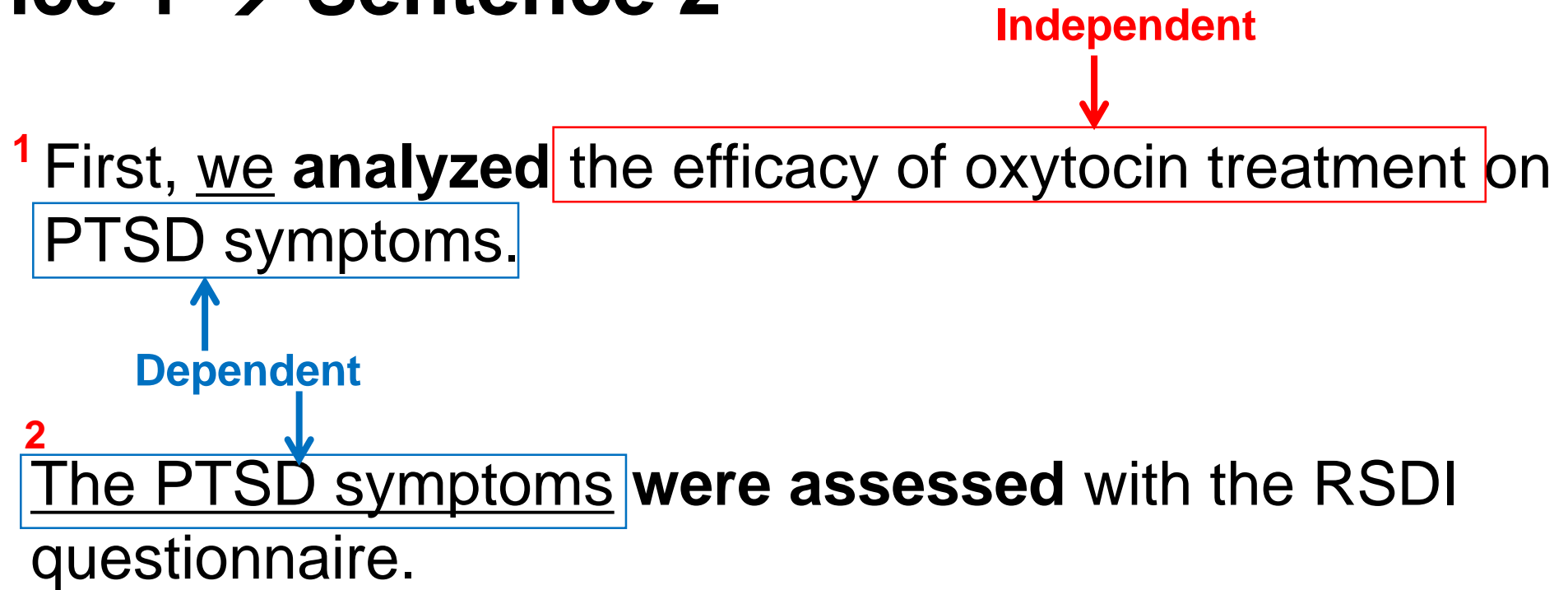
¹ First, we analyzed the efficacy of oxytocin treatment on PTSD symptoms.

Independent variable

Dependent variable

The **active voice** is used to move the **story forward**.

Sentence 1 → Sentence 2



The **passive voice** is more **static** and less powerful; often used to describe **less important** information.

Sentence 3 → Sentence 4

³We found that the RSDI score **was significantly reduced** in oxytocin-treated patients.

effect

In scientific writing, the **passive voice** can be used to **describe an effect**.

Sentence 3 → Sentence 4

³ We found that **the RSDI score was significantly reduced**
in oxytocin-treated patients.

⁴ Thus, oxytocin treatment **significantly attenuated PTSD**
symptoms.

In the **active voice**, the **relationship between cause and effect** becomes **clearer**.

- Improving clarity at paragraph-level:

Repeat key terms



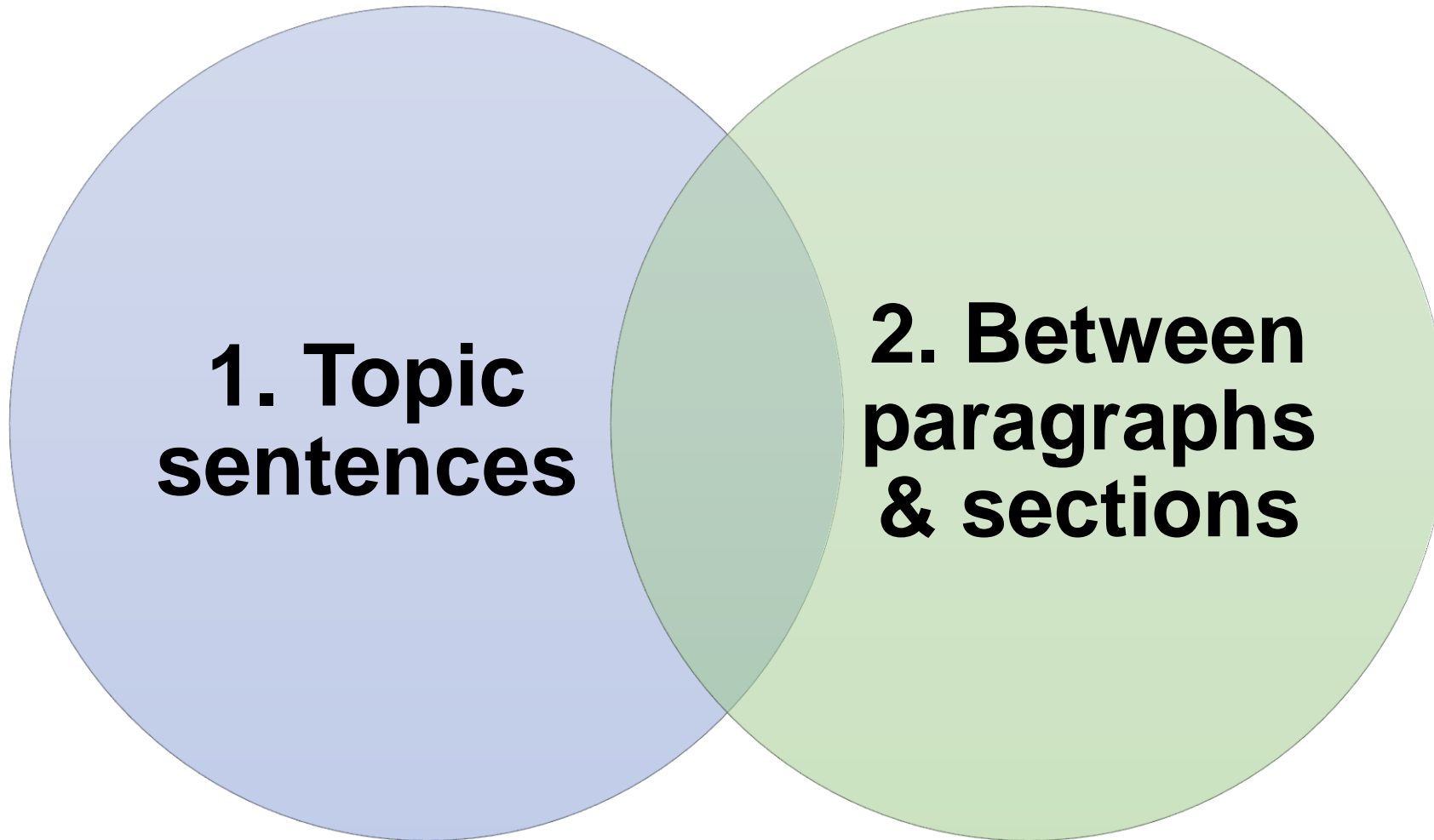


Tip 3: repeat key terms

What are **key terms**?

- a word that serves as a **key**, as to the meaning of another word, a sentence, passage, or the like.
- “**keywords**” are indexed

Tip 3: repeat key terms



1. Repeat key terms in topic sentences

What is a **topic sentence**?

a sentence that expresses the **main idea** of the paragraph in which it occurs.

- One of the most obvious topic sentences in scientific writing is the statement that describes the key message of the study.
- It contains several key terms.

1. Repeat key terms in topic sentences

Example topic sentence

This motivated us to perform the first study analyzing the **efficacy of oxytocin** on **provoked posttraumatic stress disorder (PTSD) symptoms** in **female PTSD patients**.

In 1993, Pitman and colleagues were the first to test the **efficacy of oxytocin** versus placebo in **PTSD**.

Currently, the **efficacy of oxytocin** on secondary prevention of **PTSD** is evaluated in a double-blind randomized placebo controlled trial.

There are, to the best of our knowledge, only two studies thus far that have analyzed the **efficacy of oxytocin** on **PTSD symptom** intensity in **PTSD patients**, among them one symptom provocation study that was performed in a cohort of male veterans [10].

First, we analyzed the **efficacy of oxytocin** treatment on **PTSD symptoms** triggered by trauma-script exposure.

This is the first study assessing the effects of oxytocin on the intensity of provoked **PTSD symptoms** in **female PTSD patients** and, to the best of our knowledge, the second symptom provocation study analyzing the **efficacy of oxytocin** in PTSD patients ever.

2. Repeat key terms between paragraphs/sections

Background

This motivated us to perform **the first study** analyzing the efficacy of oxytocin on PTSD symptoms in female PTSD patients.

Discussion

Taken together, we show here for **the first time** that intranasal oxytocin reduces the expression of PTSD symptoms, in particular avoidance.

Conclusion

This study provides **the first evidence** that oxytocin treatment reduces the intensity of PTSD symptoms in female PTSD patients...

2. Repeat key terms between paragraphs/sections

Background

This motivated us to perform the first study analyzing **the efficacy of oxytocin** on PTSD symptoms in female PTSD patients.

Discussion

Taken together, we show here for the first time that **intranasal oxytocin** reduces the expression of PTSD symptoms, in particular avoidance.

Conclusion

This study provides the first evidence that **oxytocin treatment** reduces the intensity of PTSD symptoms in female PTSD patients...

2. Repeat key terms between paragraphs/sections

Background

This motivated us to perform the first study analyzing the efficacy of oxytocin on **PTSD symptoms** in female PTSD patients.

Discussion

Taken together, we show here for the first time that intranasal oxytocin **reduces the expression of PTSD symptoms**, in particular avoidance.

Conclusion

This study provides the first evidence that oxytocin treatment **reduces the intensity of PTSD symptoms** in female PTSD patients...

2. Repeat key terms between paragraphs/sections

Background

This motivated us to perform the first study analyzing the efficacy of oxytocin on PTSD symptoms in **female PTSD patients**.

Discussion

Taken together, we show here for the first time that intranasal oxytocin reduces the expression of PTSD symptoms, in particular avoidance.

Conclusion

This study provides the first evidence that oxytocin treatment reduces the intensity of PTSD symptoms in **female PTSD patients**...

SUMMARY

- Very specific techniques exist to improve clarity.
- Clarity can be compromised at various levels of the text.
 - **Word-level**: word choice
 - **Sentence-level**: appropriate voice
 - **Paragraph-level**: repeat key terms
- Ensuring clarity will help take your manuscript to the next level.



Thank you for your attention!

Q & A

Mikyong Lee, PhD

Academic Trainer & Consultant at Editage Insights

Cactus Communications Korea Co., Ltd.

4F, 22, World Cup buk-ro, Mapo-gu, Seoul, Republic of Korea 03992

Website: <http://www.editage.co.kr/>

E-mail: insights@editage.co.kr



Common Errors by Korean Authors

Lee, Mikyoung

Editage Academic Trainer and Consultant

Kyung Hee University

November 9, 2023

About Me

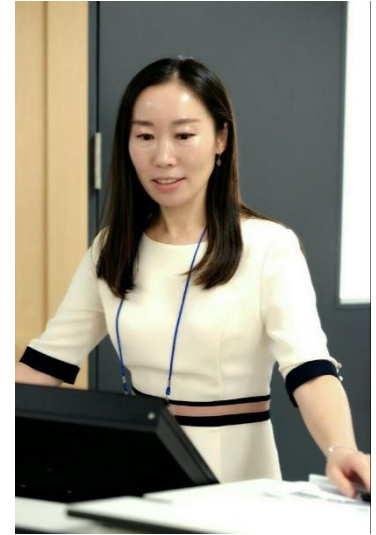
Mikyong Lee, PhD

Education

- PhD, Educational Psychology, University of Munich, Germany
- PhD, Science of Nursing, Chonnam National University
- MA, TESOL (Teaching English to Speakers of Other Languages), Sookmyung Women's University
- BA, Science of Nursing, Yonsei University

Research & Work Experiences

- Assistant Professor, Nursing Department, Kwangju Women's University
- Academic Trainer & Consultant, Editage
- Guest Researcher, Educational Psychology, University of Munich, Germany
- Reviewer, International Journal of Nursing Studies
- Research Committee Chair, Korea TESOL (대한영어교육학회)
- Editorial Board member, Journal of Korea TESOL
- Research Project, National Research Foundation of Korea (한국연구재단)
- Research Project, Bio-medical Research Institute, Chonnam National Univ. Hospital
- Former Visiting Scholar, Educational Psychology, University of Texas (UTSA), USA
- Published papers in international & domestic venues (SCI/E, SSCI, SCOPUS, KCI)



Types of Errors in Manuscript Writing

Punctuation

Comparison

Word
Choice

Grammar

Content

Clarity

Sentence
Structure

Continuity

Workshop Outline

1. Common Errors in Sentence Structure
2. Common Errors in Grammar
3. Common Errors in Word Choice
4. Other Common Errors

1. Common Errors in Sentence Structure

Error 1: Subject-Verb agreement

The ratio of positive cells per 1000 cells **were** defined as the positivity index.

- ✓ The ratio of positive cells per 1000 cells **was** defined as the positivity index.

Error 2: Sentence fragment

A sentence fragment is an incomplete sentence that is punctuated like a complete sentence.

Example: “Removed a cancer-affected tumor weighing 1750 grams from the liver of a 70-year old patient”

“The surgeon removed...”

Error 3: Comma splices

A comma splice occurs when two complete sentences are joined with only a comma.

Example: We included a control group and briefed the participants, the results were still unreliable.

We included a control group and briefed the participants. The results were still unreliable.

We included a control group and briefed the participants, but the results were still unreliable.

Error 4: A run-on sentence

A fused or a run-on sentence occurs when two complete sentences are joined without any punctuation.

Example: We included a control group and briefed the participants the results were still unreliable.

We included a control group and briefed the participants. The results were still unreliable.

We included a control group and briefed the participants, but the results were still unreliable.

⌘ Comma splices and run-on sentences are corrected the same way.

- Use a period (.) to join the two complete sentences.
- Use a comma (,) and one of the **FANBOYS** (for, and, nor, but, or, yet, so) conjunction to connect the two sentences.
- Use a semi colon (;) if the two complete sentences are closely connected.

Error 5: Sentence shifts

1) a shift in tense

Example: Before the surgery, the surgeons examine the report and **reviewed** all the tests that were performed.

2) a shift in person

Example: **Each** patient was asked to submit their blood sample the next day.

Error 6: Faulty modification

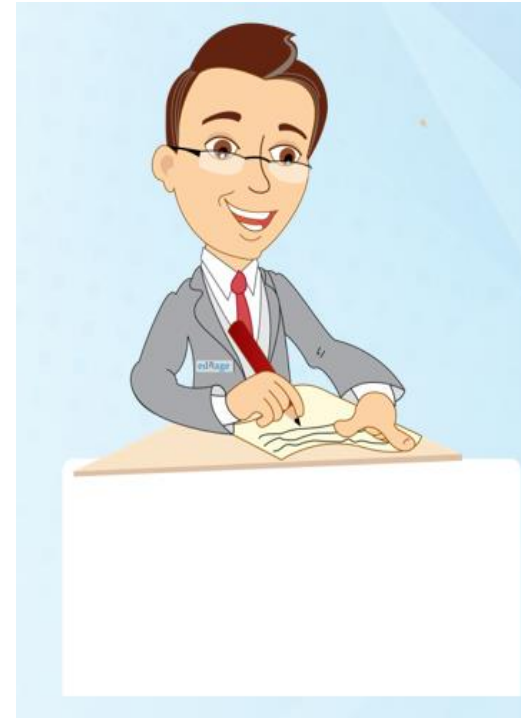
Example: The physicians were also trained to detect lung and breast cancer in breath samples from people collected in tubes.

*The physicians were also trained to detect lung and breast cancer **in people by using breath samples collected** in tubes.*

2. Common Errors in Grammar

- 1) Noun Strings
- 2) Modifiers

1. Noun Strings



What are Noun Strings?



- Contains a noun(s) that modifies another noun

NOUN + NOUN + ... NOUN

Examples: blood flow, cancer treatment, plasma membrane

Problem with Noun Strings

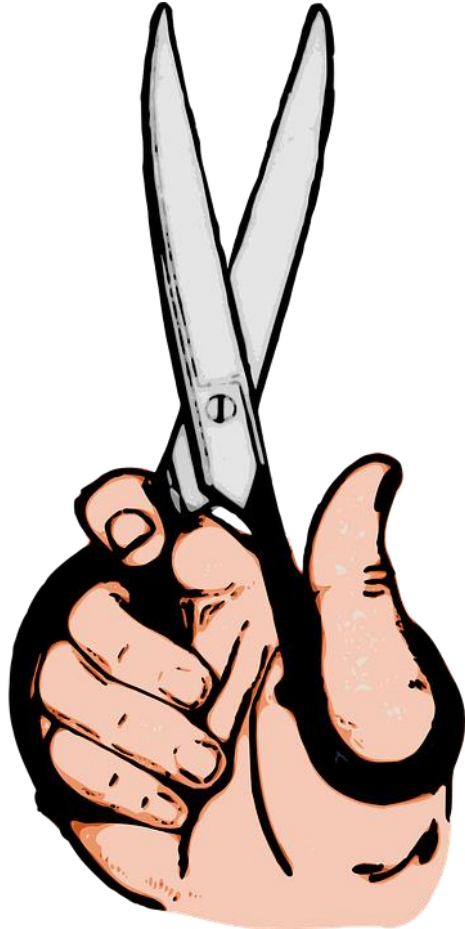
- **Overuse of nouns** as modifiers causes **lack of clarity**.

a 15-day-old **female mouse embryo dorsal root ganglia**
(wordy and confusing)



the dorsal **root** **of** the **ganglia** **of** a 15-day-old
embryo **from** a **female mouse**

Untangling Noun Strings

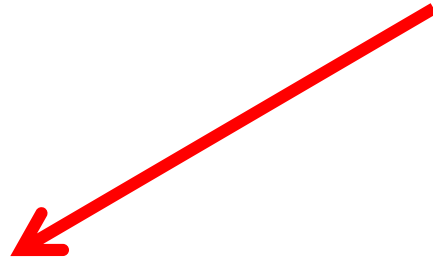


1. Expand them using prepositions.
2. Turn the modifier noun into its adjective form.
3. If you must use noun strings, use hyphens to make them clearer.

Example

Use prepositions

a depression episode



an episode **of** depression

Use adjectives

a depression episode



A **depressive** episode

Which sounds better?

a depression episode

VS

a depressive episode

- “depression symptoms” queried in PubMed gives 3897 hits

The screenshot shows the PubMed search interface. At the top, the search bar contains the query "depression symptoms"[Text Word]. Below the search bar, the results are displayed in a list format. The first result is titled "Depression symptoms as a function of duration of intractable or controlled epilepsy." and is by LaFrance WC Jr, Lancman G, Machan JT, Davis JD, Blum AS. The second result is titled "Memories of shame experiences with others and depression symptoms: the mediating role of experiential avoidance." and is by Carvalho S, Dinis A, Pinto-Gouveia J, Estanqueiro C. A yellow box with the text "3897 hits" and a red arrow points to the "Items: 1 to 20 of 3897" text in the search results section.

NCBI Resources How To

PubMed.gov
US National Library of Medicine
National Institutes of Health

PubMed "depression symptoms"[Text Word]

Create RSS Create alert Advanced

Article types
Clinical Trial
Review
Customize ...

Text availability
Abstract
Free full text

Reader comments
Trending articles

Publication dates
5 years
10 years
Custom range...

Species

Format: Summary Sort by: Best Match Per page: 20 Send to

Search results

Items: 1 to 20 of 3897 << First < Prev Page 1 of 195 Next > Last >>

[Depression symptoms as a function of duration of intractable or controlled epilepsy.](#)
1. LaFrance WC Jr, Lancman G, Machan JT, Davis JD, Blum AS. Epilepsy Behav. 2012 May;24(1):116-9. doi: 10.1016/j.yebeh.2012.03.010. Epub 2012 Apr 18. PMID: 22516797 [Similar articles](#)

[Memories of shame experiences with others and depression symptoms: the mediating role of experiential avoidance.](#)
2. Carvalho S, Dinis A, Pinto-Gouveia J, Estanqueiro C. Clin Psychol Psychother. 2015 Jan-Feb;22(1):32-44. doi: 10.1002/cpp.1862. Epub 2013 Jul 23. PMID: 23878110

3897 hits

- “depressive symptoms” queried in PubMed gives 34375 hits

The screenshot shows the PubMed search interface. At the top, the search bar contains the query "depressive symptoms"[Text Word]. Below the search bar, the results are displayed in a list format. The search results section is titled "Search results" and shows "Items: 1 to 20 of 34375". A red arrow points from a yellow box containing the text "34375 hits" to the number "34375" in the search results. The first two results are visible:

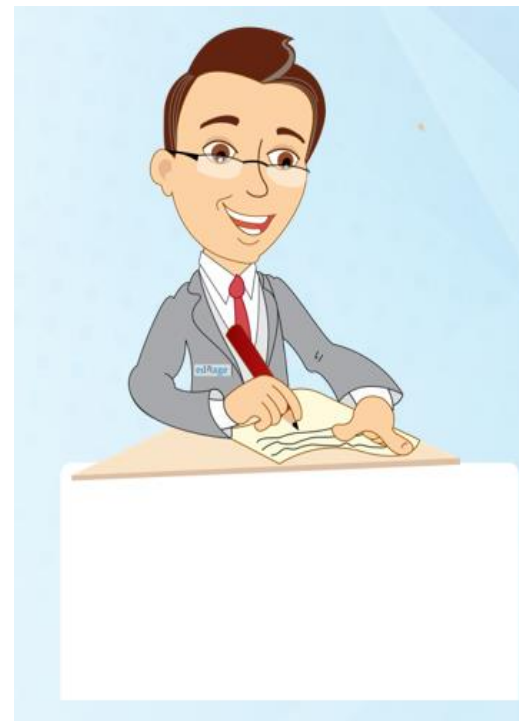
1. [Pathways from maternal depressive symptoms to adolescent depressive symptoms: the unique contribution of irritability symptoms.](#)
Whelan YM, Leibenluft E, Stringaris A, Barker ED.
J Child Psychol Psychiatry. 2015 Oct;56(10):1092-100. doi: 10.1111/jcpp.12395. Epub 2015 Feb 9.
PMID: 25665134 **Free PMC Article**
[Similar articles](#)
2. [Depressive symptoms in neurodegenerative diseases.](#)
Baquero M, Martín N.
World J Clin Cases. 2015 Aug 16;3(8):682-93. doi: 10.12998/wjcc.v3.i8.682. Review.
PMID: 26301229 **Free PMC Article**
[Similar articles](#)

Examples of Accepted Noun Strings

- community hospital program
- risk factor surveillance system
- baseline CD4 cell counts
- sudden infant death syndrome
- nicotine replacement program
- clinical research organization
- placebo pain medication

three-item or
even four-item
noun strings

2. Modifiers



Misuse of Modifiers

a. Misplaced modifiers

A misplaced modifier is a modifying word, phrase, or clause that seems to refer to the wrong word in a sentence. It is not close enough in the sentence to the person, place, or thing that it modifies.

b. Dangling modifiers

A modifier that does not have anything in the sentence to modify.

a. Misplaced modifiers

We studied serum samples from participants stored in the departmental laboratory.

Can you spot the modifier?

participants **stored...?** **Nonsense!**

REVISION

We studied serum samples, *stored in the departmental laboratory*, from participants.

***Better* REVISION**

We studied the participants' serum samples *stored in the departmental laboratory*.

b. Dangling modifiers

A modifier that does not have anything in the sentence to modify.

As a pediatric oncologist, the opportunity to work with these courageous children is wonderful.

Can you spot the dangling modifier?

As a pediatric oncologist, the **opportunity** to work with these courageous **children** is wonderful.

- “As a pediatric oncologist” is the modifier. But what does it modify?
- Who is the pediatric oncologist?
- Is the “opportunity” “a pediatric oncologist”?
- Are the “children” “pediatric oncologists”?

Correcting a Dangling Modifier

As a pediatric oncologist, **I have** the wonderful opportunity to work with these courageous children.

- 👉 Add the missing noun (usually the real subject)
- 👉 Re-structure the sentence

Important Principles of Modifiers

1. Place them as close as possible to the word (s) being modified.
2. Ensure that the word (s) being modified is actually there.

3. Common Errors in Word Choice

- 1) Commonly Confused Words
- 2) Warning: Danger Words

A tricky endeavor

- The English language is rich in verbs.
- There is an abundance of synonyms and “near-synonyms”.
- The English language is constantly changing.
- Meanings of verbs change dramatically with prepositions.

But correct usage is important

- Scientific terms have very specific meanings different from lay language.
- Choosing the correct words makes for clearer writing.

Scan the scan

to glance quickly

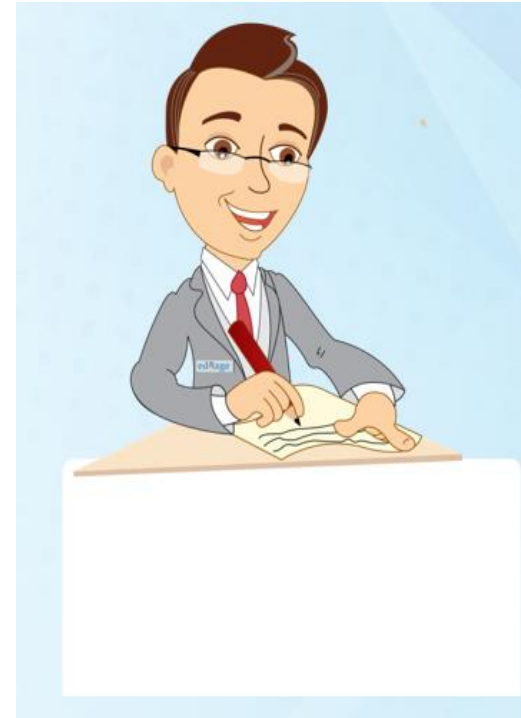
to examine the body
for the presence or
localization of
radioactive material

scan

a picture of the
distribution of
radioactive material in
some part of the body

to scrutinize closely

1. Commonly Confused Words



Same but not the same

- Commonly confused words
- Distinguishing words whose meanings are similar but not exactly the same (near-synonyms).

Affect vs. Effect

- **Affect (v)**

- ✓ to act on or influence

- **Effect (n)**

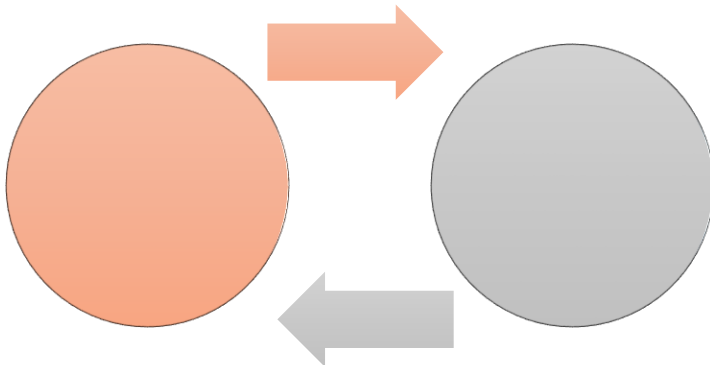
- ✓ a resultant condition

_____ of Mediterranean Diet and Antioxidant Formulation in Non-Alcoholic Fatty Liver Disease: A Randomized Study.

Alternately vs. Alternatively

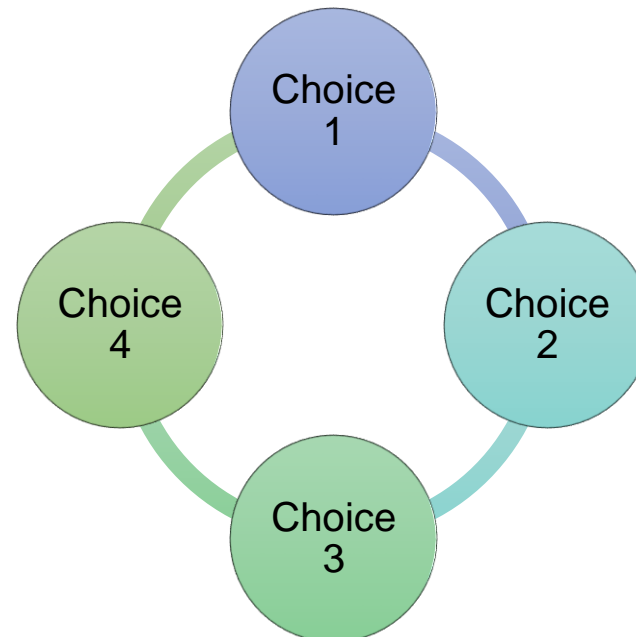
• Alternately

- ✓ following by turns
- ✓ you first, **and** me second



• Alternatively

- ✓ involving a choice between two **or** more courses of action/possibilities



•**Alternately**

•**Alternatively**

Bodyweight can be controlled by diet or,
_____, by drugs.

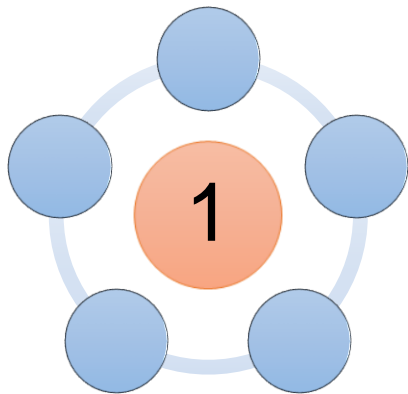
The mice were _____ fed and deprived of food.

I have headache and toothache _____.

Among vs. Between

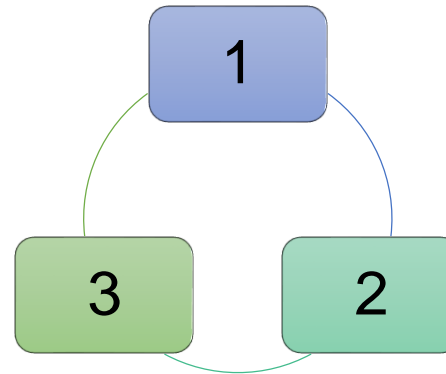
•Among

- ✓ in the midst of
- ✓ used to express the relation of **one** thing to a group of **many things**



•Between

- ✓ used to express the relation of **two or more things as individuals**



•Among

•Between

There were no significant differences
_____the three experimental groups.

We found one intact test tube _____ the
broken ones.

Continual vs. Continuous

•Continual

- ✓ intermittent
- ✓ occurring at repeated intervals

•Continuous

- ✓ uninterrupted, unbroken continuity

The machine made a _____ hum.

The experiments were hampered by _____ infections in the rat colony.

Discreet vs. Discrete

- **Discreet** – careful not to attract attention
- **Discrete** – separate and distinct
 - _____ observation of the patient enabled the doctors to draw vital conclusions.
 - The organisms can be classified into _____ categories.

Old vs. Original

- **Old** – an earlier period, belonging to the past, or no longer in general use
- **Original** – the first of its kind or from which a copy or revision is made
 - Some **old** theories suggested that the earth was flat.
 - The team replicated the **original** research to confirm its validity.
 - As we had stated in the _____ manuscript, each patient was administered the same dosage during the study period.

Comprise vs. Compose

•Comprise

✓ a whole
comprises parts

•Compose

✓ parts compose a
whole



The
whole

The NIH *comprises* 27
Institutes and Centers.

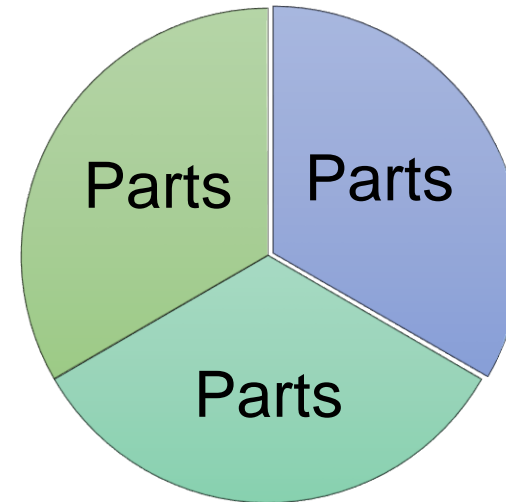
•Comprise

✓ a whole
comprises parts

•Compose

✓ parts compose a
whole

**Several Institutes and
Centers *compose* the
NIH.**



A common mistake

•Comprise

✓ passive

SELDOM

A symphony comprises millions of notes.



Millions of notes are **comprised of** a symphony. **X**

•Compose

✓ passive

OFTEN

Millions of notes compose a symphony.



A symphony is **composed of** millions of notes.

Increase vs. Augment vs. Improve vs. Enhance

Quantity

Increase

Augment

Quality

Improve

Enhance

Increase vs. Augment <Quantity>

•Increase

- ✓ to become or to make greater
- ✓ in respect to size, quantity, number, degree, value, or intensity

•Augment

- ✓ to increase by addition
- ✓ often to something that is already of a considerable size or amount

Increase vs. Augment <Quantity>

Confiscation of the monasteries greatly
_____ the resources of the crown.

Although the insulin concentration
_____, the insulin ratio decreased.

Improve vs. Enhance <Quality>

•Improve

- ✓ to advance to a better state or quality
- ✓ to make better

•Enhance

- ✓ to add to something already attractive, worthy, or valuable
- ✓ to add to increase its value

Improve vs. Enhance <Quality>

The patient's condition did not _____
after chemotherapy.

The Arabian carpet _____ the polished floor.

Show vs. Reveal vs. Indicate

- **Show** – use when the statement obviously follows from the source
- **Reveal** – means that the conclusion is not obvious but requires some thinking on the part of the reader
- **Indicate** – similar to "show" but introduces a note of uncertainty; use when you want to avoid a definitive statement.
 - *However, do **NOT** use "indicate" too often; if you do, your findings may be considered too tentative for publication.

Ex) Table 1 _____ that of the six months; December was the coldest.

Almost vs. Nearly

- **Almost** – not quite; very nearly
- **Nearly** – very close to; almost
- **Two words differ not in their meaning but in their collocation!**
 - **Almost**
Followed by adverbs (almost certainly), adjectives (almost impossible), pronouns (almost anything), and prepositions (almost by definition)
 - **Nearly**
Followed by a number (nearly 200 people)
- **Almost is never used with a negative.**
 - A is not almost as good as B. (X)
 - A is not nearly as good as B. (O)

About vs. Around vs. Approximately

- Referring to an inexact value in casual conversation?
 - ***Around***, ***about***, and *approximately* are all acceptable, but *approximately* can sound a bit pretentious.
- Referring to an inexact value in nontechnical writing?
 - ***About*** is perhaps the best choice, *around* being too informal, and *approximately* being a bit too formal.
- Referring to an inexact value in medical or other technical writing?
 - Although *about* may very occasionally be used if one carefully assesses the context, ***approximately*** is nearly always the best choice.

A number of vs. The number of

- **A number of** –more than one of something; always followed by a plural noun and a plural verb (=many)
- **The number of** –the exact number that makes up a collection or a group; always followed by a plural noun and a singular verb
 - A number of participants _____ excluded from the study.
 - The number of participants _____ greater in summer than in winter.

Amount vs. Number

- **Amount** – used with quantities that cannot be counted (*money, information, time, etc.*)
- **Number** – used with quantities that can be counted (*job, sample, machine, etc.*)
 - I had a small _____ of specimens left.

Hypothesis vs. Theory

- **Hypothesis** – a guess based on knowledge and experience, which has yet to be tested or proved
- **Theory** – a scientific idea that has been repeatedly tested and is supported by evidence

*Think of **hypothesis** as the first step toward establishing a **theory**!*

- His _____ was that giving his students less work would increase their test scores.
- Scientists hold the _____ of evolution in high regard.

If vs. Whether

- **If** – used in conditional statements to refer to a state or an event that may or may not occur
- **Whether** – preferred while discussing two options
 - The participants were asked _____ they felt any discomfort after the treatment.
 - _____ the results are inconclusive (or not), the experiment should be repeated.
- Usage of “if” is best avoided in formal academic writing.

Method vs. Methodology

- **Method** –a technique or a procedure
 - **Methodology** – a system of methods and principles for doing something; it is a body of practices, procedures, and rules particular to a branch of knowledge
 - We invented a new _____ of manufacturing ceramics.
 - We examined the _____ of contemporary forensic science.
- When referring to a specific procedure, “method” is the correct word to use.

Older vs. Elder

- **Older** –describe the ages of people, animals, and things
 - **Elder** – used while comparing the ages of people belonging to the same family; also used as a noun to refer to a senior or influential person in a community or family; used as a synonym for “senior”
 - They are _____ than all the other participants.
 - He has two _____ sisters.
 - She is the _____ partner in the business.
 - The village _____ convened a meeting to discuss the employment situation.
- While “older” can refer to persons or things, “elder” is used only in reference to people.

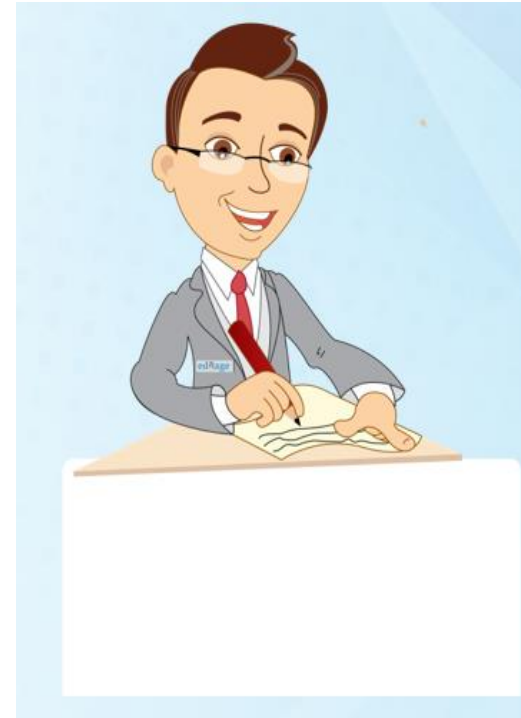
As a result vs. Based on the result

- **As a result** – because of; used when implying that one event is the cause of another
- **Based on the results** (or the results revealed) – refer to inferences drawn from certain results

As a result vs. Based on the result

- The results of the experiment were inconclusive. As a result, the research had to be repeated.
- Based on the results of the experiment, we concluded that bats are nocturnal creatures.
- Since the phrases have different implications, they cannot be used interchangeably!

2. Warning: Danger Words



- 1) Likely (as an adverb?)
- 2) Abnormal/normal & Negative/positive
- 3) To impact (as a verb meaning affect?)



1) *Likely* as an adverb?



Likely is an adjective!

Which use of the word *likely* is correct?

The **likely** cause of this illness is a virus.

The medical student will **likely** fail the examination.

Which use of the word *likely* is correct?

The *likely cause* of this illness is a virus (O).

- The word *likely* modifies the noun *cause*

The medical student will *likely fail* the examination (X).

- Here, it is modifying a verb (thus, an adverb)

Use probably instead of likely

- Use the adverb probably instead

The medical student will *likely fail* the examination (X).

The medical student will *probably fail* the examination (O).

2) Abnormal/normal & Negative/positive

The radiograph was normal (x).

The radiographic finding was normal (O).

- Examinations, tests, or studies themselves are neither normal nor abnormal, positive nor negative—their results are.

3) Impact

- As a noun

impact is synonymous to the noun **effect**

- However, as a verb?

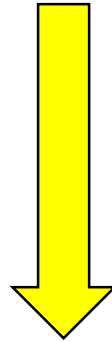
impact is not synonymous to verb meanings
to affect or to have an effect

Incorrect use of the word impact

It's too early to tell how the new policy **will impact** the hospital (x).

Revision: To impact → To affect

It's too early to tell how the new policy **will impact** the hospital (x).



It's too early to tell how the new policy **will affect** the hospital (O). ***influence**

Revision: to impact (v) → impact (noun)

It's too early to tell how the new policy **will impact** the hospital (x).

It's too early to tell how the new policy **will affect** the hospital (O).



It's too early to tell **what impact** the new policy will have on the hospital (O).

4. Other Common Errors

1. Starting sentences with a number (AVOID!)

150 nm thick indium tin oxide was deposited as a transparent current spreading layer.

- ✓ Note that 150 nm thick indium tin oxide was deposited as a transparent current spreading layer.
- ✓ One hundred and fifty nanometer thick indium tin oxide was deposited as a transparent current spreading layer.
- ✓ In this study, 150 nm thick indium tin oxide was deposited as a transparent current spreading layer.

2. Using letters instead of symbols (AVOID!)

The equation for estimate this value is
 $A = 3.65 \times 10^{-2} \gamma [a + b]$.

- ✓ The equation for estimate this value is
 $A = 3.65 \times 10^{-2} \gamma [a + b]$.

3. Using tilde (~) instead of en-dash (–) (AVOID!)

Additional questions were added based on the length of time at the current address (less than a year, between **1~2 years**, between **2~5 years**, between **5~10 years**, more than 10 years).

- ✓ Additional questions were added based on the length of time at the current address (less than a year, between **1–2 years**, between **2–5 years**, between **5–10 years**, more than 10 years).

4. No spaces between a number and its unit **(AVOID!)**

The body weight of beagles ranged between **5kg** and **10kg**.

- ✓ The body weight of beagles ranged between **5 kg** and **10 kg**.

5. Repeating information

Always try to write clear and concise.

Learn to use “[respectively](#)” appropriately!

The baseline characteristics **are shown in Table 1.**

Table 2 shows the body temperatures of all female subjects.

- ✓ **Tables 1 and 2 show** the baseline characteristics and body temperatures of all female subjects, [respectively](#).

6. Faulty comparison

The error occurs when authors compare two things incorrectly or provide examples that don't make sense.

Diagnosis of depression is easier than bipolar disorders.

- ✓ Diagnosis of depression is easier than that of bipolar disorders.
- ✓ Diagnosis of depression is easier than bipolar disorders diagnosis.

✂ Keep it simple: 3 easy steps

1. Avoid big words
2. Avoid wordiness
3. Avoid redundancies



Remember “**KISS**”
(Keep It Simple, Scientist!)

1. Avoiding big words

Big words

Ascertain
Cessation
Orientate
Amorphous
Terminate
Coagulate

Simple words

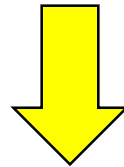
Determine
Stop
Orient
Shapeless
End
Clot

Example

Initial categories were then **subsumed into more encompassing categories.**

Example

Initial categories were then **subsumed into more encompassing categories.**



Initial categories were then **expanded to include more factors.**

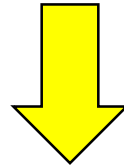
2. Avoiding wordiness

In the not too distant future, college freshmen must all become aware of the fact that there is a need for them to make contact with an academic advisor concerning the matter of a major.

- Wordiness slows down readers.
- It makes writing vague, confusing, and weak.
- It often makes writing more difficult to understand.

Example

In the not too distant future, college freshmen must all become aware of the fact that there is a need for them to make contact with an academic advisor concerning the matter of a major.



Soon college freshmen must realize that they need to contact an academic advisor about choosing their majors.

Wordy adverbs, participles & prepositions	Succinct
it is often the case that	often
in the majority of instances	usually
on a daily basis	daily
with regards to	regarding
in order to	to
during the course of	during

Wordy conjunctions	Succinct
in the event that	if
due to the fact that	because
inasmuch as	since
in spite of the fact that	although

Wordy verbs	Succinct
come to the realization that	realize
has proved itself to be	is, has proved
is aware of the fact	know
are indicative of	indicate
exhibits the ability	can

3. Avoiding redundancies

They arrived one after the other in succession.

In my opinion, I think he is wrong.

The storm hit at 2 p.m. in the afternoon.

HIV virus

Only the lucky ones get lucky.

Having a drug test is a necessary requirement for the job.

Redundancies

absolutely essential	final outcome	in ten years' time	combine into one
small in size	current status	in close proximity	circle around
empty space	past history	for a period of	summarize briefly
original source	a number of examples	the reason is because	has been previously found

Wrapping up Common Mistakes

- Editing is key to survival!
- Pay attention to journal style guides.
- Be aware of common mistakes and watch for them.
- Use resources available to you.
 - <http://www.editage.co.kr>
 - [Purdue OWL](https://owl.purdue.edu/owl/purdue_owl.html) (Online Writing Lab)
https://owl.purdue.edu/owl/purdue_owl.html
- Always have another reader.
 - colleagues

Thank you for your attention!

Q & A

Mikyong Lee, PhD

Academic Trainer & Consultant at Editage Insights

Cactus Communications Korea Co., Ltd.

4F, 22, World Cup buk-ro, Mapo-gu, Seoul, Republic of Korea 03992

Website: <http://www.editage.co.kr/>

E-mail: insights@editage.co.kr