

# Writing for the EdD

09 May 2014

# Agenda

*9:00am* **Introductions/welcomes**

**EdD Survey Feedback**

*Hour 1* **Academic writing & instructor expectations**

*Break* *[15 min]*

*Hour 2* **Forum/response posts & writing quality**

*Break* *[15 min]*

*Hour 3* **Conciseness, clarity & frequent writing errors**

*1:00pm* **Finish**

# Follow Along?

- Go to :  
[http://  
professionallearningblog.com/](http://professionallearningblog.com/)
- Click “Faculty Activities”
- Download PDF Slides

# EdD Survey Feedback

April 2014

# Survey Feedback

## Elements of Writing

1. Frequent writing errors
2. Thesis statement
3. Purpose of writing
4. Conciseness in writing
5. Transitions
6. Positionality
7. Clarity in writing

## Processes of Writing

1. Incorporating APA
2. Understanding instructor expectations (requirements/rubrics)
3. Seeking clarification on assignments and expectations
4. Incorporating research
5. Assessing quality of writing
6. Incorporating multimedia/technology

# Survey Feedback

## Types of Writing

1. Thesis
2. Proposal
3. Literature review
4. Forum response post
5. Research essay
6. Forum post

## Other Comments

1. How to start working on proposal now rather than waiting until the third year of the program begins?
2. Most commonly asked questions/issues about thesis writing
3. Preparing for the dissertation.

# Additional Supports

1. Live F2F lectures
2. Real time online lectures
3. Recorded lectures
4. Self-directed readings about writing
5. University contact person
6. Instructor-organized writing group

**Live Session 1 (May 2014 – Year 1)**  
**[Recorded video + self-directed readings in June]**

- *Elements* – Frequent writing errors, conciseness, clarity
- *Processes* – Instructor expectations & seeking clarification, assessing quality
- *Types* – Forum post, response post



**3 F2F lectures, recorded lectures, Self-directed readings about writing (over 2 years), + 2 more APA sessions**

**Recorded Session 3 + self-directed readings (Sept. 2014 – Year 2) [Live session Oct.]**

- *Elements* – Purpose of writing, transitions
- *Processes* – Incorporating technology
- *Types* - Proposal and literature review



**University contact person**

**Recorded Session 3 + self-directed readings (Jan. 2015 – Year 2) [Live session Feb/March]**

- *Elements* – Thesis statement, positionality
- *Processes* – Incorporating APA
- *Types* – Research essay, Thesis



**Instructor-organized writing group**

***Student-led writing group?***



**Communities of  
Research Practice  
Year 3**

**Active  
Experimentation**  
(planning / trying out  
what you have learned)

**Concrete  
Experience**  
(doing / having  
an experience)



**Reflective  
Observation**  
(reviewing / reflecting  
on the experience)

**Course Work  
Years 1, 2 & 3**

**Abstract  
Conceptualisation**  
(concluding / learning  
from the experience)



**Thesis  
Writing &  
Reflection  
Years 2 & 3**

**Writing for  
The EdD  
Years 1 & 2**



# Academic Writing & Instructor Expectations

# Small/Large Group Discussion

- What's it like being a student (again)?
- How does online learning differ from your prior experiences with F2F learning?
- How easy has it been to negotiate your student/classroom and leader/workplace roles?
- How do you notice that writing in the EdD is different from the writing you do each day?

# A Beginning *Definition*: Academic Writing

- Topic-based, structured research
- Informed authoritative, objective, fair-handed author
- Presentation of new knowledge through reviewing what is currently known and providing a foundation for the author's new views
- Writing is thesis-driven (establishing, proving or disproving arguable statements)
- Distinguishing what is known with what new ideas may emerge, or be thought/questioned about the topic, via logically developed, factually-based argumentation

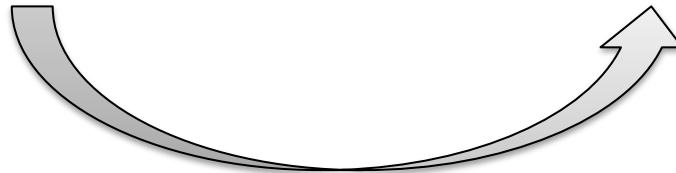
# Defining a *Process*: Academic Writing

- **Argument** for proof through reasoning, evidence, and example
- **Question** that “tests” knowledge, offers revisions and qualifications, shows creativity and contribution
- **Organization** designed for clarity and effective persuasion
- **Revisions** and re-arrangements that consider discovery through composition
- **Proofreading** for appropriate diction, register, and economy
- **Formatting** and style for convention

# Defining a *Register*:

## Academic Writing

- ❑ Writing in the **3<sup>rd</sup> person** (focus on topic/ideas)
- ❑ **Formal register** (avoiding abbreviations, slang, jargon, contractions, phrasal verbs)
- ❑ **Formal tone** (*avoiding* loaded words, tone that carries a subjective “attitude,” creating a biased mood)
- ✓ **Subject position** – Who am I writing about this topic? Personal stories
- ✓ **Clarity and conciseness** in writing (avoiding Latinate words, “edu-speak”)
- ✓ Writing with a particular and unique **voice and style** (including passion, avoiding authoritarianism and uncautious certainty)



# Seeking the Balance: Qualified Academic Language

- Evidence can only be based on what is currently known, but it *changes* as new knowledge emerges
- Language must take into account the impossibility of certainty/other experiences
- **This report *appears to show that . . .***
- **But on page 357, Virtanen *seems to feel differently . . .***
- **In this context, Alanen *apparently* disagrees with Virtanen . . .**
- **These two writers thus have views which differ from present textbooks on Finnish history, as represented by Alanen, Nenonen and Salminen.**

# Academic Register

- It is often difficult to incorporate additional workload into an already heavy agenda.
  - You may find it difficult to incorporate additional workload into an already heavy agenda.
  - A significant commitment of time must be made in the production of a lengthy work.
  - The production of a year-end report necessarily involves time management
  - To produce a year-end report you need to consider how you manage time effectively.
  - One might suggest that pre-reading would likely shorten the total meeting time.
  - Pre-reading shortens total meeting time.
- ✓ Impersonal construction
  - ✓ High lexical density
  - ✓ Highly nominal style
  - ✓ Hedging and emphasizing



# Definition & Process: Academic Writing

**Old model** – divides various social process into distinct “spheres”

**Bad model** – today’s political demands are more complex than what the model can account for

**Alternative way** – “spatial” rather than “spheric”

**Why?** – integrate analytical approaches to show where processes converge

**Significance** – when you keep them separate, it's too simple

**Solution** – Use an approach that emphasizes place and context

**A division of social processes into different, mutually exclusive ‘value spheres’ such as ‘cultural’ or ‘economic’ derives from a nineteenth century, European model of civil society. This model cannot respond to current political demands for cultural recognition and redistributed justice which characterize multicultural societies. Spatially located analyses, such as in urban and regional research, offer an ideal opportunity to marry analytic approaches to capture the convergences of cultural and economic processes in given localities. Attempts within political economy to integrate culture as a force of governance have tended to oversimplify the cultural aspects of economic activity as, for example, discourse. A ‘cultural-economic’ approach emphasizing place and context is proposed. (Shields, 1999: 303)**

# Register & Academic Writing

*Assess this excerpt for its register:*

- ✓ Impersonal construction
- ✓ High lexical density
- ✓ Highly nominal style
- ✓ Hedging and emphasizing

A division of social processes into different, mutually exclusive 'value spheres' such as 'cultural' or 'economic' derives from a nineteenth century, European model of civil society. This model cannot respond to current political demands for cultural recognition and redistributed justice which characterize multicultural societies. Spatially located analyses, such as in urban and regional research, offer an ideal opportunity to marry analytic approaches to capture the convergences of cultural and economic processes in given localities. Attempts within political economy to integrate culture as a force of governance have tended to oversimplify the cultural aspects of economic activity as, for example, discourse. A 'cultural-economic' approach emphasizing place and context is proposed. (Shields, 1999: 303)

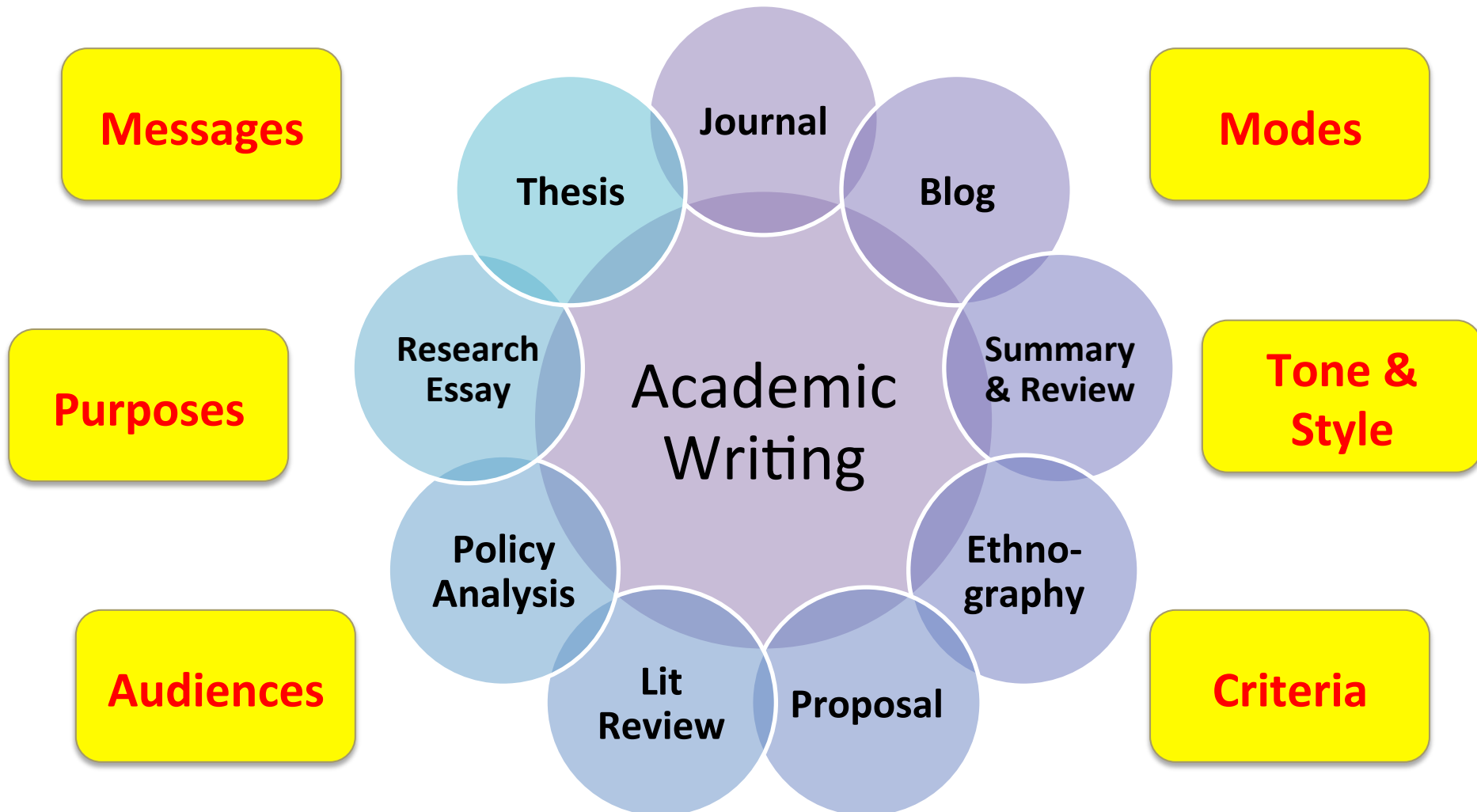
# Assignments, Argument, & Academic Writing

*You may be asked to*

- Summarize and critique
- Express personal opinions
- Develop a central idea
- Take up a position
- Adopt a particular perspective
- Draw a conclusion
- Analyze
- Be critical
- Use evidence to support an argument
- Put forward points for and against a particular position
- Explore possible positions
- Link theory and evidence

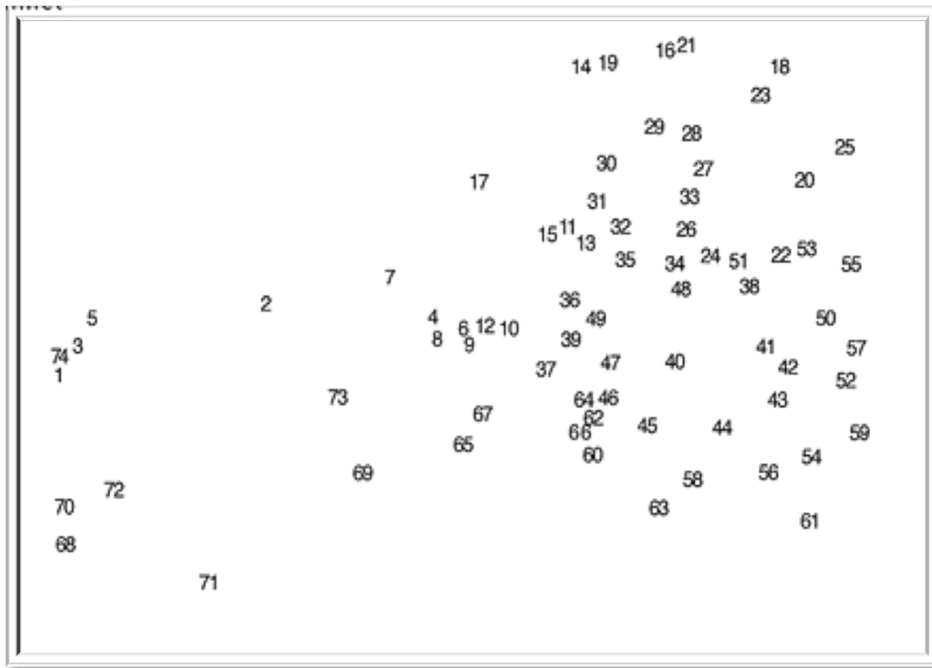
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# Academic Writing vs Writing in Academia

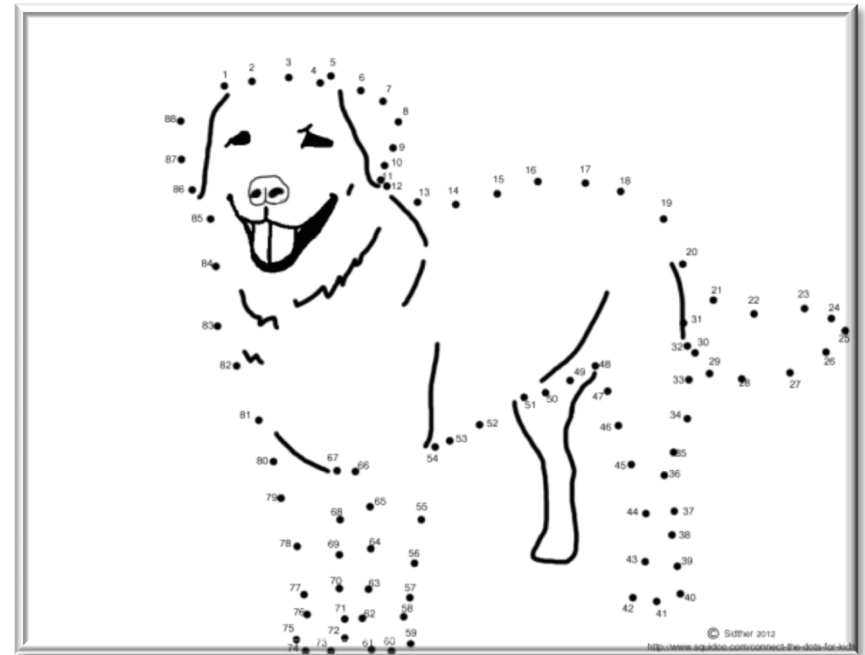


# Academic Writing: Persuasion

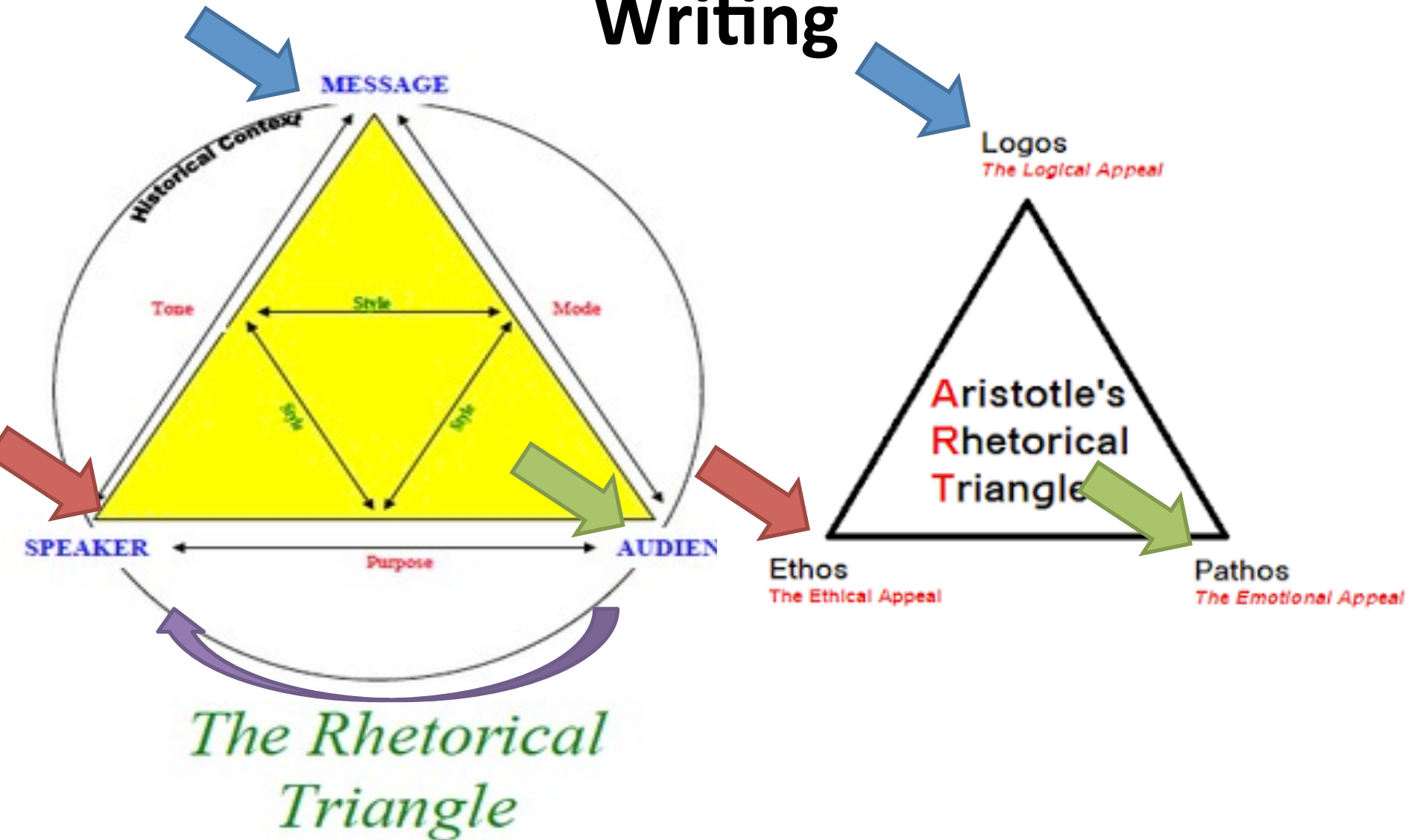
Writing Like a Writer



Writing Like a Reader



# The Rhetorical Triangle For Academic Writing



# Assignments, Argument, & Academic Writing

*Assess this excerpt for:*

- Message (*logos*)
- Speaker (*ethos*)
- Audience (*pathos*)
- Context (*kairos*)
- Purpose
- Mode
- Tone

A division of social processes into different, mutually exclusive 'value spheres' such as 'cultural' or 'economic' derives from a nineteenth century, European model of civil society. This model cannot respond to current political demands for cultural recognition and redistributed justice which characterize multicultural societies. Spatially located analyses, such as in urban and regional research, offer an ideal opportunity to marry analytic approaches to capture the convergences of cultural and economic processes in given localities. Attempts within political economy to integrate culture as a force of governance have tended to oversimplify the cultural aspects of economic activity as, for example, discourse. A 'cultural-economic' approach emphasizing place and context is proposed. (Shields, 1999: 303)

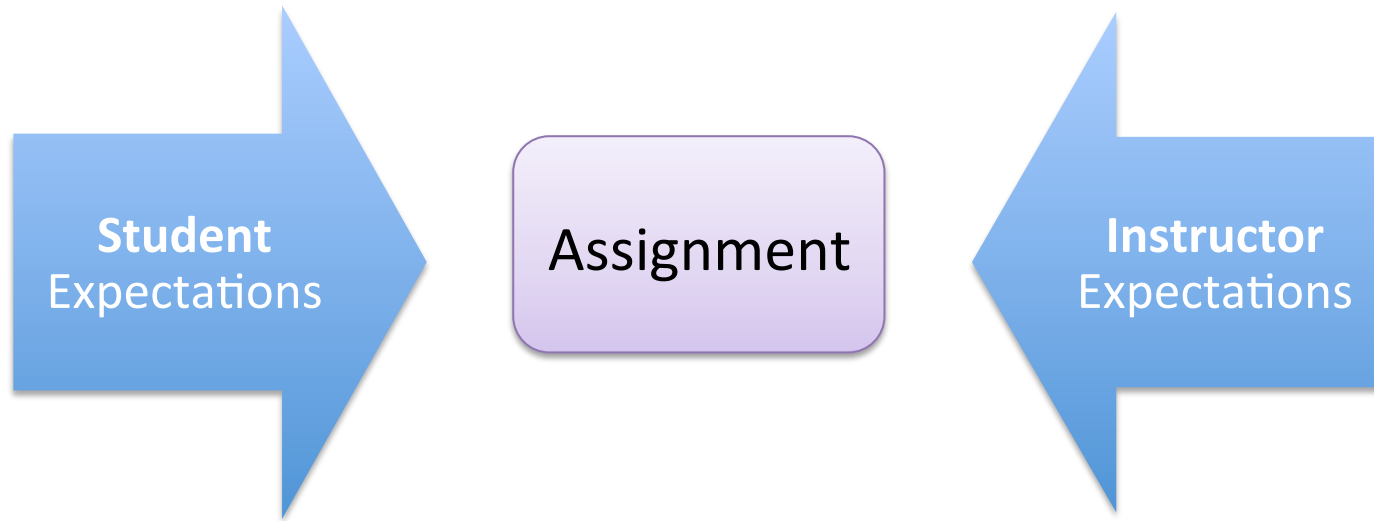
# (Ungenerous) Advice from "Real World University" by Prof. Joe Martin

1. Most professors have HUGE egos
2. Most professors love what they teach
3. Most professors don't like to defend the grades they give
4. Professors LOVE students who accept responsibility
5. Professors stereotype students
6. Most professors are more concerned about your effort than your grade



# **Online Instructor-Student Communication**

# Instructor Expectations & Seeking Clarity (Zimmerman et al. 2014)



## MATCH

- ✓ Engagement
- ✓ Motivation
- ✓ Self-Efficacy
- ✓ Enhanced learning environment

## No MATCH

- Disengagement
- De-motivation
- Lack Self-Efficacy
- Diminished learning environment

# Assignments: Expectations of Rigor and Equity (Office of the Ombudsperson)

The Senate policy *Evaluation of Undergraduate Academic Performance - Departmental Responsibility* reads:

"The department (or faculty where applicable) shall devise procedures to ensure that evaluative methods are academically rigorous and as equitable as possible."

## *Assignments should*

- **Reflect materials taught in class**
- **Use and rely on skills that have been taught or practiced**
- **Be consistent with emphasis on topics in course**
- **Offer a level of difficulty is appropriate to course**
- **Be a length that reduces feeling rushed, foregoing what is valued, pride in work, anxiety**
- **Be in formats that are understood or explained**
- **Be graded with validity, consistency, and objectivity**
- **Reduce plagiarism/cheating**

# Instructor Expectations & Seeking Clarity (Zimmerman et al. 2014)

## INSTRUCTORS

- Discuss (and validate) student concerns
- Being open to changes in response to student comments
- Encourage metacognition about assignments and roles (reflection)
- Clarify expectations: “Clear only if known”
- Encourage an environment where students feel comfortable asking questions

## STUDENTS

- Re-read course info (especially grading rubric)
- Ask instructor specific questions
- Adhere to rules of engagement
  - Communicate how instructor prefers
  - Use professional, courteous, respectful tone
  - Be proactive, honest, and upfront), explain your understanding
- Show positive contribution: Plan next steps, provide solutions or alternatives
- Follow up

# **Online Posts, Responses, and Academic Quality**



# Discussion Posts: Formal or Informal Academic Writing?

Criterion	Formal Discussion Forum	Informal Discussion Forum
<i>Participants</i>	Expected participation; netiquette	No prescribed rules
<i>Assessment</i>	Marks allocated to quality and/or quantity	No assessment
<i>Question</i>	Pre-determined discussion questions	General, special topic, or self-directed posts
<i>Facilitation</i>	Active managers help to clarify/ solve problems	Groups/threads start by students
<i>Unacceptable Behaviour</i>	Correctives to behaviour	No policed behaviour
<i>Encouragement</i>	Management includes supportive/ encouraging comments	No encouraging comments
<i>Summarize/Close Discussion</i>	Threads limited, closed, removed	No summaries or closed thread

# Academic Writing, Quality, and Blog Posts

*Assess this excerpt for its quality as an online discussion post. Consider:*

- **Definition** – question, or test of new knowledge
- **Process** – logic, example, rational argumentation
- **Register** - Impersonal construction, high lexical density, highly nominal style, hedging and emphasizing
- **Level of formality**

A division of social processes into different, mutually exclusive 'value spheres' such as 'cultural' or 'economic' derives from a nineteenth century, European model of civil society. This model cannot respond to current political demands for cultural recognition and redistributed justice which characterize multicultural societies. Spatially located analyses, such as in urban and regional research, offer an ideal opportunity to marry analytic approaches to capture the convergences of cultural and economic processes in given localities. Attempts within political economy to integrate culture as a force of governance have tended to oversimplify the cultural aspects of economic activity as, for example, discourse. A 'cultural-economic' approach emphasizing place and context is proposed. (Shields, 1999: 303)



# Discussion Activity: Making a Quality Post/Responding to a Post

**HALF: Give advice to a new classmate on WHAT and HOW to form a high quality online discussion post. Give examples. Consider:**

- Strategy, frequency, and timing
- First posting
- Topic
- Stance
- Questions
- Thread title

**OTHER HALF: Give advice to a new classmate on how NOT to respond to online discussion posts. Give examples. Consider:**

- Valuable contributions
- Negativity/Positivity
- Agreement/disagreement
- Language/tone
- Staying on topic
- Additional information

# Tips for Better Online Posts

- ✓ **EXAMPLES (PERSONAL)** – Are you able to draw from personal experience when applicable, but then extrapolate from that relative knowledge to make some larger critical claim? Do you retain only the **necessary** details of the example that you draw from your personal experiences?
- ✓ **ANSWER AND RESPONSE** – Are you making an effort to respond sincerely and thoughtfully to previous posts? Or have you just typed “I agree” and moved on to your own thoughts? Do you always begin new discussion threads? Do you acknowledge your classmates by name when you discuss their ideas?
- ✓ **“SELECTIVE POSTING”** – Do you agree with *every idea* said in a discussion thread? Are you re-stating what has already been said? Do you find that you are writing claims that are somewhat self-evident or provide nothing new to the discussion thread? Do you not really know much about this topic? If you say “yes” to any of these questions, try to find another thread upon which to post, or start your own thread.
- ✓ **YOUR VIRTUAL PERSONA** – Are you cultivating your *own* “virtual persona” in these discussions? Are you aware of how *what* you say and *how* you say it are contributing to your authority as a writer? In your responses to others, are you using language that is positive, constructive, and generous towards your classmates?

# Tips for Better Online Posts

- ✓ **COHESION** – Does your post have a mini-thesis statement, some central “nugget” that is the main point you wish to convey to your readers? Do you provide that nugget near the beginning or the end of your post? Is there cohesion in your post so that all thoughts, ideas, and examples cohere to support your main point(s)?
- ✓ **CONTEXT** – Do you avoid making universalizing or generalizing statements? Do you give sufficient contextual information (that is, biographical, historical, summative) to explain how, why, or in what circumstances you argue for the validity of your ideas? Are you citing the lecture notes where appropriate?
- ✓ **SPECIFICITY** – Are you making general claims or considering a particular example? Does defining terms and giving evidence add specificity and focus?
- ✓ **DEFINITIONS** – Are you using the terms from the lecture notes in your answers? Do you clarify or define briefly the key term(s) you that you discuss? Do you show how re-visiting the definition of a term may clarify or complicate an idea?
- ✓ **EXAMPLES (TEXTS)** – Are you able to draw examples directly from textual evidence to support a specific idea or argument? Do you provide a summary or an explanation of that evidence to support your ideas? Do you cite the line and page numbers so that other students may use them as references?

# Tips for Better Online Discussion

- ✓ **TITLES** – Are you providing compelling titles to your discussion posts to “lure” other students into responding to your post? How can effective titles be used to pique interest as well as add meaning to your post?
- ✓ **EXAMPLES (WEB/MULTIMEDIA/CURRENT EVENTS)** – Is there online material that might be helpful in exploring these discussion questions? Have you seen a web page or a Youtube video that might stimulate further discussion? Do you make an *active* link to that online material so that readers have an easy time following the link to the example you provide?
- ✓ **AGREEMENT AND DISAGREEMENT** – Can you find a way to both agree and disagree with the question and/or the previous post? How can your contribution via counterpoint add richness to the issues you discuss? Can you complicate, elaborate, or nuance your ideas depending on the particular example or certain set of circumstances? Will you play the “devil’s advocate” to provide a new perspective on threads where there is a lot of agreement?
- ✓ **ANTICIPATING OBJECTIONS** – As you write or respond to posts, are you attempting to anticipate objections to the claims you are formulating? Might you find a way in your posts to engage in the limitations of your own claims, or to reinforce your logic by way of undermining the objections before they are made?
- ✓ **REFERENCES/RESOURCES** – Do you know of a text beyond the course that offers a supporting or challenging perspective? Is the bibliographical information correct?

# More Tips for Better Online Discussion

- ✓ **ECONOMY AND ELEGANCE** – Is there a way to express your idea using language that is economic yet elegant? How can a term, perspective, event, or phenomenon be expressed in a way that is clear yet not overly simplistic, precise without being exhaustive?
- ✓ **QUOTATIONS AND PARAPHRASE** – Are you using effective quotations and accurate paraphrases of the readings to support your ideas? Are there other outside sources that you can bring into the conversation to provide new perspectives, ideas, and examples?
- ✓ **TRANSITIONS** – Do you make clear transitions between the ideas in your post as well as between your ideas and those of others? Do you simply say, “I agree with what Harry said” without summarizing what he said or explaining why, how, or under what circumstances you agree with what he said?
- ✓ **ANALOGIES** – Are you thinking about an abstract idea that you might clarify for others by using an analogy as an example? Are you careful to understand the implications of the analogy that you make? (I.e. one part of the two things compared might fit, but the other “parts” of the analogy might not correspond so accurately.)
- ✓ **RHETORICAL QUESTIONS (?)** – Are you using rhetorical questions sparingly but to good effect? If you offer a rhetorical question for other classmates to ponder, do you also attempt to answer the question yourself?

# Seeking Clarity on Discussion Posts

## Evaluation

### **STUDENTS**

- Re-read course info (especially grading rubric)
- Ask instructor specific questions
- Adhere to rules of engagement
  - Communicate how instructor prefers
  - Use professional, courteous, respectful tone
  - Be proactive, honest, and upfront), explain your understanding
- Show positive contribution: Plan next steps, provide solutions or alternatives
- Follow up (or seek support)

**Conciseness, clarity & frequent  
writing errors**

# Write What You Mean to Say: Connecting the Dots for Readers

**Writing Like a Writer**

**Writing Like a Reader**



# Wagenmakers (2009)

*“In order to write clearly, academics should make the life of their readers as easy as possible” (2009: 1).*

# How to Make Your Writing Not Suck: Adding Sugar and Water

## SHORT & SWEET

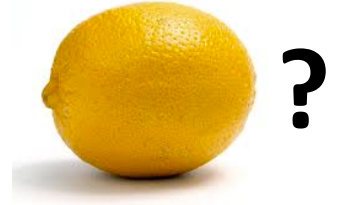
- State the goals of your paper explicitly – don't test reader's patience (#1)
- Use concrete examples – abstractions need clarification (#2)
- Combat wordiness (#3)
- Do not express more than one or two ideas in a single sentence (#9)

## FLOW

- Avoid statistical prose (#4)
- Integrate the presentation of your results and their interpretation (#5)
- Add structure using constructions, subheadings, transitions (#6-8)
- Start sentences with old information, and end with new information – sequences *flow* (#10)



# Clarity and Conciseness in Academic Writing



*Assess this excerpt for  
“sweetness and flow”:*

- Goals clear
- Concrete examples
- Wordiness
- 1-2 ideas per sentence
- Statistical prose
- Results & interpretation synthesis
- Structure (constructions, sub-headings, transitions)
- Start with old, end with new

**A division of social processes into different, mutually exclusive ‘value spheres’ such as ‘cultural’ or ‘economic’ derives from a nineteenth century, European model of civil society. This model cannot respond to current political demands for cultural recognition and redistributed justice which characterize multicultural societies. Spatially located analyses, such as in urban and regional research, offer an ideal opportunity to marry analytic approaches to capture the convergences of cultural and economic processes in given localities. Attempts within political economy to integrate culture as a force of governance have tended to oversimplify the cultural aspects of economic activity as, for example, discourse. A ‘cultural-economic’ approach emphasizing place and context is proposed. (Shields, 1999: 303)**

# Frequent Writing Errors

## Word Choice/Style

- Clarity
  - Vague words
  - Absolute words
  - Incorrect words
- Conciseness
  - Redundancy
  - Unnecessary modifiers
  - Expletives
- Careless errors

## Grammar

- Adjective/adverb confusion
- Pronoun case
- Subject-verb agreement
- Double negative
- Dangling construction
- Verb tense shift
- Sentence fragment
- Verb form
- Comma splice
- Run-on sentence
- Parallelism

# Eliminating “Deadwood” from Writing - Exercise

[http://grammar.about.com/od/tests/  
a/Exercise-In-Eliminating-Deadwood-  
From-Our-Writing\\_2.htm](http://grammar.about.com/od/tests/a/Exercise-In-Eliminating-Deadwood-From-Our-Writing_2.htm)

# Eliminate “Deadwood” for Clarity and Conciseness

- Reduce long clauses to shorter phrases
- Reduce phrases to single words
- Avoid *There is*, *There are*, and *There were* as sentence openers
- Avoid redundancies
- Don't overwork modifiers
- Use active verbs
- Avoid using noun forms of verbs
- Replace vague nouns with more specific words

# Eliminate “Deadwood” for Clarity and Conciseness

- Modifiers (nouns, adjectives, intensifiers)
  - **Very, really, extremely, super, fully, rather**
- Use active verbs
  - **The window was broken [by me.]**
- Avoid using noun forms of verbs, especially at the beginning of sentences (gerunds, “verbing”)
  - **Signatured, impacted, googled, Building**
- Replace vague nouns with more specific words
  - ***Good, bad, many, hot, household, loaded words: spirituality, euphemisms: collateral damage***

# Eliminating “Deadwood” from Writing Rewrite Exercise

- **Emission allowances are issued every year on an annual basis.**
- **Open wells in hard-rock formations are usually rectangular in shape.**



# Eliminating “Deadwood” from Writing Rewrite Exercise

- **A wide variety of inhaled corticosteroids are now currently available.**
- **As a facilitator, you should be noticing what is going on and making sense of it. Then you can make a decision about what to do about it.**

# Eliminating “Deadwood” from Writing Rewrite Exercise

- **Beginning in the decade of the 1950s, NASA first initiated a program to develop and launch a series of passive satellites.**
- **A good file format will include a mechanism to allow the addition of more data later in case the need becomes necessary.**

# Eliminating “Deadwood” from Writing Rewrite Exercise

- **The use of hormone-replacement therapy (HRT) has produced benefits for many women.**
- **In 1972, President Nixon and his counterparts in Beijing took a number of important steps that would result in an improvement in relations between their respective countries.**

# Eliminating “Deadwood” from Writing Rewrite Exercise

- In addition, the design team must also perform an analysis of the decisions that have to be made by crew members as the mission progresses.
- It is possible to speculate that the reason the polymer melted was due to the fact that heat had been generated by way of internal friction within the bed.

# Careless Writing Errors

## [38 Common Spelling & Grammar Errors \[9:41\]](#)

1. Lay vs. Lie – transitive/intransitive
2. Literally – vs. metaphorically
3. Two independent clauses
4. That vs. who
5. For sell vs. for sale
6. Who vs. whom – pronoun subject/pronoun object
7. Their vs his/her – everyone
8. *Catcher in the Rye, Sex and the City*
9. Nip it in the butt/bud
10. I couldn't care less

# Careless Writing Errors

## [38 Common Spelling & Grammar Errors \[9:41\]](#)

11. alot vs. a lot
12. Lose vs. loose
13. Fewer vs. less (count/non-count)
14. Could of/could've
15. For all intensive purposes
16. Subjects vs Objects
17. Me vs. I (went to Starbucks)
18. Anxious vs. eager
19. Good vs. well (adjective/noun or adverb)

# Careless Writing Errors

## [38 Common Spelling & Grammar Errors \[9:41\]](#)

20. If vs. whether (condition vs. two choices)

21. Bring vs. taken

22. Historic vs. historical

23. You're vs. Your

24. It's vs its

25. There vs They're vs Their

26. Who is vs. whose

27. Emigrate vs. Immigrate

28. Two vs. too vs. to

# Careless Writing Errors

## [38 Common Spelling & Grammar Errors \[9:41\]](#)

29. Allusion vs. illusion
30. Bear vs bear vs bear vs bare
31. Ellicit vs. illicit
32. Led vs lead
33. Stationery vs. stationary
34. Whether vs. weather
35. Affect vs. effect
36. Than vs. then
37. Principal vs. principal vs principle
38. Accept vs. except



# **Strategies for Eliminating Careless Writing Errors**

- ✓ **Write initial drafts without concern for errors**
- ✓ **Do not look at your paper for 24 hours**
- ✓ **Print your paper – you'll see mistakes that you might not see on a computer screen**
- ✓ **Start with the last sentence of your paper and read your paper sentence by sentence, going backwards**
- ✓ **Cover all the other lines with another piece of paper**
- ✓ **Point your pen at each word**
- ✓ **Think about the grammar, spelling, punctuation, capitalization, meaning... of every word**
- ✓ **Proofread for only one aspect of writing (tone, word choice, sentence structure) for each reading**
- ✓ **Read your writing out loud**
- ✓ **Have a friend proofread**

# Last Slide!

- This session – recorded (June) + self-directed reading
- Another meeting? – August
- Fall 2014
  - APA Session
  - Writing for the EdD II (Purpose of writing, transitions, incorporating technology, proposal and literature review)
- More on thesis and supervisors in Fall 2014

- ✓ **Use web to troubleshoot your writing**
- ✓ **Read, purchase, borrow, download a graduate studies writing guide**
- ✓ **Read, download, borrow an Education thesis**