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HIGHER EDUCATION LANGUAGE AND PRESENTATION SUPPORT

WELCOME TO
ORIENTATION!

Writing in Academic Style

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HIGHER EDUCATION LANGUAGE AND PRESENTATION SUPPORT

Australian Government
Department of Education, Employment
and Workplace Relations

Request for Commonwealth support and HECS-HELP

When completing this form, please use a **black or blue ballpoint pen** and write neatly in **BLOCK LETTERS**.
You MUST read the **Information for Commonwealth supported students booklet** before completing this form.

1 Family name:
LEE

Given names:
SALLY

2 Date of birth: (dd/mm/yy)
XX/XX/XX

3 Gender:
 Female Male

4 Name of higher education provider:
UTS

Campus:
CITY

5 Student identification number:
XX XX XX XX XX

6 Name of course of study: (e.g. Bachelor of Science)
PC DEV

Provider use – course of study code: C30017

7 What is your citizenship status?
(please tick the boxes that relate to you)

I am an Australian citizen **Go to item 8**

I am a New Zealand citizen (who is not also the holder of a permanent visa) **Read the note below and go to item 9**

I am the holder of a permanent visa **Go to item 8**

Is your visa a permanent humanitarian visa and will you be resident in Australia for the duration of your unit(s) of study?
Yes **Go to item 8**
No **Read the note below**

8 Complete ONLY if you are an Australian citizen or the holder of a permanent humanitarian visa.

HECS-HELP assistance allows you to obtain a loan from the Commonwealth for all or part of your student contribution towards your Commonwealth supported place. It also includes a 20% discount on a full up-front payment or any partial up-front payment of your student contribution of \$500 or more. In order to obtain a HECS-HELP loan for all or part of your student contribution amount, you will need to supply your tax file number (TFN) below.

8A Tax file number (TFN):

Your provider is authorised under the Higher Education Support Act 2003 (HESA) to collect your TFN. It is not an offence not to provide your TFN. However, you will not be able to obtain a HECS-HELP loan for the amount of your student contribution that remains unpaid on the census date unless you give your provider, on or before the census date, either your TFN or a Certificate of application for a TFN from the Australian Taxation Office (ATO), stating that you have applied for a TFN.

Note: as TFNs are usually provided within 28 days of application, it is essential that you apply early to ensure you have your TFN on or before the census date. If you are applying for a TFN for the purpose of obtaining a HECS-HELP loan and it is within one month before the relevant census date, you should request the ATO to issue you a Certificate of application for a TFN. If you haven't received your TFN within 30 days before the census date, you should provide this certificate to your provider as proof that you have applied, and then quote your TFN once you receive a Tax file number advice from the ATO.

You will also need to provide your TFN if you want to obtain a HECS-HELP loan if you fail to make a full up-front payment on or before the census date. If you do not provide your TFN and do not make a full up-front payment on or before the census date, your provider will cancel your enrolment as a Commonwealth supported student. Your provider is authorised to obtain your TFN information only for the purpose of reporting details of your HECS-HELP loan to the ATO. Privacy and taxation laws protect your TFN information. There may be severe penalties if these laws are broken.

WARNING:

www.goingtouni.gov.au

8B By signing this form, you declare that you agree to ALL of the statements below.

Full up-front payment:
If I make a full up-front payment by paying 80% of my student contribution for my unit(s) of study on or before the census date, I request the Commonwealth to pay to my provider the HECS-HELP discount to discharge my liability for the unit(s) of study.

Partial up-front payment:
If I make a partial up-front payment of \$500 or more of my student contribution for my unit(s) of study on or before the census date (and this is less than 80% of the contribution), I request the Commonwealth to:
• pay to my provider the HECS-HELP discount to discharge that part of my liability for the unit(s) of study; and
• lend me an amount equal to my student contribution for the unit(s) of study, minus my up-front payment and the HECS-HELP discount, and pay this to my provider on my behalf.

Full deferral:
If I have NOT made any up-front payment towards my student contribution for my unit(s) of study on or before the census date, I request that the Commonwealth lend me an amount equal to the unpaid part of my student contribution for the unit(s) of study and pay this to my provider on my behalf.

Repayment of a HECS-HELP loan:
I understand that I will repay to the ATO the amount that the Commonwealth has loaned to me. These repayments will be made in accordance with Chapter 4 of HESA, when my income reaches a certain level, even if I have not completed my studies.

Refund of HECS-HELP loan amounts:
I understand that my debt with the Commonwealth will remain if I withdraw or cancel my enrolment after the census date, but that my debt may be removed by my provider in special circumstances.

Cancellation of enrolment as a Commonwealth supported student:
I understand that I MUST either make a full up-front payment or provide my TFN or a Certificate of application for a TFN from the ATO to my provider on or before the census date otherwise my enrolment as a Commonwealth supported student in the unit(s) of study will be cancelled.

Go to item 9

10 By signing this form, you also:

- declare that:
- the information on this form is complete and correct and you can produce documents to verify this if required.
- request that:
- if you satisfy all of the applicable eligibility criteria, the Commonwealth give to your provider the student contribution amount relating to the unit(s) of study you are undertaking as a Commonwealth supported student.
- understand that:
- when your SLE is consumed, you will no longer be eligible for a Commonwealth supported place and this form will not be valid for unit(s) of study not covered by your SLE.
- if your eligibility for Commonwealth support and/or a HECS-HELP loan changes, you must notify your provider.
- your personal information will be stored by the Department of Education, Employment and Workplace Relations (DEEWR) in order to administer your Commonwealth assistance.
- the authority to collect the information on this form is contained in HESA.
- the information is collected for program administration purposes.
- the information may be shared for these purposes between the ATO and DEEWR and information may not otherwise be disclosed without your consent unless authorised or required by law.
- giving false or misleading information is a serious offence under the Criminal Code.

Go to item 11

11 Declaration

Signature: Sally Lee

Date: 09 JULY 2017

Go to item 12

12 Indication of payment option

Complete ONLY if you are an Australian citizen or the holder of a permanent humanitarian visa.
In what way do you intend to pay your student contribution?

Full up-front payment of my student contribution against

9 Your obligations:

Autumn 2017_Writing in Academic Style

1. Are you a

- Postgraduate
 Undergraduate

2. Are you a / an

- Local student
 International student

3. If you are an international student, are you:

- A full fee paying international student
 AUSAID / Sponsored student
 Study Abroad student
 Exchange student

4. Your country of origin:

5. Your Faculty/ies

- Business
 Design, Architecture and Building
 Law
 Science
 Arts and Social Sciences (FASS)
 Engineering and Information Technology (FEIT)
 Health

Please be sure to complete the online survey at the end of this session.

Thank you in advance!

<https://www.surveymonkey.com/r/WRITINGAC17>

Learning Objectives

- To understand & appreciate the characteristics and stylistics of academic writing
- To practice rewriting sentences in a more formal register

- You can get an idea of the kind of writing style favoured in your subject area by looking at **relevant readings**.
- Your ability to write in an effective academic style will improve the **more you read**, and the more practice you get in writing.

Formal, academic style has some of the following characteristics:

- It uses an **impersonal style**: the third person (“it”, “he” and “she”) and often the **passive voice** (e.g., “It has been noticed that...”).
- It uses complex words and sentences to express **complex points** (e.g. “state-of-the-art”).
- It does not use contractions (e.g. *it's* for *it is* or *it has*; *would've* for *would have*)
- It does not use many abbreviations, though there are some abbreviations used in formal texts, such as titles with proper names (e.g. “Mr.”)
- It does not use vague expressions and slang words.
- It uses appropriate and clear expressions, appropriate vocabularies
- It uses an **objective style**, citing facts and references to support an argument.

Avoid colloquial language and slang

Informal	Formal
<i>pretty good</i>	<i>Persuasive; insightful; was well researched</i>
<i>very bad</i>	<i>poorly researched unsubstantiated;</i>
<i>heaps of data</i>	<i>provided significant data; detailed data</i>
<i>pros and cons</i>	<i>merits and demerits; positives and negatives</i>

Use acronyms (e.g. TAFE) and initialisms (e.g. UTS) **correctly**

- The general rule is to **write the name in full first time** with the acronym in brackets immediately after.
- For the rest of the essay, use the acronym.
- **Be consistent**—once you have written the acronym, use it all of the time.
- **Do not** use full stops between the abbreviated letters (e.g. UTS).
- If you need to make an acronym into a plural, then add a lower case 's' **without** using an apostrophe.
- If an abbreviation is commonly used as a word, you can use it in the abbreviated form without writing it in full first (e.g. NSW, FAQs).

Avoid abbreviations

- It is preferable to avoid using *e.g.*, *i.e.* and *etc.*, particularly in the body of your text. Instead, use *for example* and *that is*.
- Avoid using common abbreviations (such as *e.g.*, *i.e.*, *viz.*, *etc.*)

It is best to write the full term in the text of your writing. For example:

cf. (use 'compare' instead)

e.g. (use 'for example' instead)

i.e. (use 'that is' instead)

vs. (use 'versus' instead)

& (use 'and' instead)

viz. (use 'namely', 'that is', 'to be specific', 'specifically' instead)

Avoid using run-on expressions

Run on expressions include phrases such as 'and so forth', 'and so on' or 'etc'. Try to complete the sentence properly; do not use these if you can avoid them; for example:

Informal (includes run on)	Formal Alternative
Nurses must take into consideration patients' dietary needs resulting from allergies, medication, medical conditions and so on.	Nurses must take into consideration patients' dietary needs resulting from allergies, medication and medical conditions.
Public transport includes vehicles for public use on the roads, airways, waterways etc.	Public transport includes vehicles for public use, such as buses, trains and aeroplanes.

Avoid Rhetorical Questions

A rhetorical question is a question for which no answer is expected. Readers might not know the answer and the point being made could be more strongly and clearly expressed as a statement.

Informal (includes rhetorical question)	Formal
Industrial sites cause vast amounts of environmental pollution, so why do we still use them?	The question surrounding the continued use of industrial sites, given their vast pollution production, still remains.
What is a team? A team can be one person but will usually end up including many more.	A team can include one person but usually involves many more.
The question is, however, does the "Design School Model" provide a practical solution to the problem of how to formulate strategy?	It is questionable whether the "Design School Model" provides a practical solution to the problem of strategy formulation.

Avoid using Phrasal Verbs

Phrasal verbs are usually two-word phrases consisting of **verb + adverb** or **verb + preposition**. For example:

- *Put forward*
- *Carry out*
- *Be made up of*
- *Point out*
- *Work on*
- *Go into*

Activity

Replace the phrasal verbs in the sentences with a more appropriate verb. Don't forget to keep the same tense.

- (1) In her latest article Kaufmann **puts forward** a theory which is likely to prove controversial.
- (2) Parliament is **made up** of two houses.
- (3) Smith **points out** that the increase in life expectancy has led to some economic problems.
- (4) The document **sets out** the terms of the treaty.

Possible answers:

- (1) In her latest article Kaufmann **proposes** a theory which is likely to prove controversial.
- (2) Parliament **consists** of two houses.
- (3) Smith **indicates** that the increase in life expectancy has led to some economic problems.
- (4) The document **outlines** the terms of the treaty.

Academic writing requires the use of **precise vocabulary**.

NON-ACADEMIC	ACADEMIC
got	became / received
got better	improved
turned down	rejected
looked into	investigated
bring down	reduce
put on	gained
kids	children
a hit	successful

Activity

Replace the underlined words in these sentences with words that are clearer or more meaningful.

- a) Accountants should write letters well.
- b) There are many things involved in doing an assignment.
- c) The population often doesn't know what their local politician is doing.

Possible Answers

- a) Accountants should write letters **clearly**.
- b) There are many **factors** involved in **addressing** an assignment.
- c) **Constituents are** often **unaware** of what their local politician is **accomplishing**.

Power Words

- Develop a list of **power words** which say a lot very succinctly, e.g. 'a *controversial* idea' is a much more precise way of saying "an idea that not everyone agrees with"; *nocturnal* is a more precise word for "active at night".
- Use powerful **reporting verbs**. When you discuss other people's research you can create extra meaning by using a more precise reporting verb.

Other **useful reporting verbs** are:

- contend examine state disagree
- persuade dismiss refute object
- contradict recommend concur propose
- describe observe assert support
- purport examine suggest claim

When would you use these reporting verbs?

(see handout)

Avoid using personal language

- As most academic writing should be objective, do not use personal pronouns in your formal writing (e.g. I, me, my, we, us, our, you).

impersonal

Research has shown

personal

We believe

- However if you are asked to use examples from your personal experience in your writing, then it is quite appropriate to use personal pronouns in that part of your essay.
- Sometimes you will be asked to write 'reflectively'. This may be as part of an essay or it may be for a [reflective](#) diary or log. Here you need to talk about yourself – what you have done, what you have learnt, what you might do differently. In this case it is quite acceptable to use 'I' or 'we'

Activity

Rewrite these sentences without personal pronouns.

a) When we study coal production, we find these figures.

Example: *Studies of coal production have revealed these figures.*

b) With this evidence I have proved my hypothesis that reading out aloud is an effective editing strategy.

c) You can only do this after the initial preparation has been conducted.

d) The figures are accurate to within 1%, but you should note that local variations may apply.

e) In the second section of the report, we will consider the environmental consequences.

Avoid Emotional language

If you feel strongly about a topic, you may be tempted to use emotional words that are inappropriate for academic writing.

Be careful that you use language in a neutral way so that you keep your likes and dislikes (emotions) to yourself. Appealing to your reader by using strong words is not acceptable in most academic writing.

For example:

- *It was **extremely disappointing** that the bureaucracy chose to target students who did not understand the rules of plagiarism in the first year of their university studies. Some **caring lecturers** approached the issue by delivering a series of **brilliant workshops** to assist the students to overcome their referencing problems. It was a **fantastic strategy** as most of their students did not have to face being accused of plagiarism*

Passive Voice

- When describing processes, use the passive voice. When using the active voice, the subject (the person or thing performing the action) is important.
- It is not as important who did the action as **what the action is**.

For instance, when preparing a lab report, instead of writing:

I prepared the test-tubes by heating them.

It is preferable to write:

The test-tubes were prepared by heating them.

Use language **sensitively**

Avoid using 'strong' language. It is wise to use a **cautious tone** in your academic writing because many issues being discussed are issues for which there exists no absolutely right answer, or absolutely correct definition, or absolutely perfect solution. It is usually better to 'suggest', rather than 'state'.

Avoid words like: 'very', 'really', 'quite' and 'extremely'.

Rather than write:	Try writing like this:
<i>Smith has an extremely important point to make because</i>	<i>Smith's view is significant because</i>
<i>This view is correct because</i>	<i>It could be said that It appears that It is evident that</i>

Hedging words and phrases

When evaluating theories and discussing implications academic writing should appear to be **well-considered, reasonable and cautious**. If it is appropriate for you to be tentative, you can use language techniques to 'soften' your claims to indicate the degree of certainty you want to express. This technique is called **hedging**.

Examples of cautious or tentative style

It appears that

This suggests that

It is likely that

It is possible that

This may be attributed to

Words that indicate the level of certainty

Low Certainty	Medium Certainty/Hedging	High Certainty
seldom, rarely, never, improbable, impossible, unattainable ...	probably, perhaps, likely, occasionally, sometimes, generally, may, might, can, could, appears to be, seems to be, tends to be, suggests, considers ...	undoubtedly, absolutely, certainly, definitely, particularly, very, vitally, totally, wholly, often, must, would, should ...

Activity

*Try making these statements **more cautious**:*

1. Global warming will have disastrous consequences for the whole world.
2. Teleworking leads to isolation.

Avoid generalisations

Do not stereotype, generalise or make assumptions

This especially applies to individuals or groups on the basis of their: gender, race, nationality, religion, physical and mental capacity, age, sexuality, marital status, or political beliefs.

Other things to **avoid**

- Avoid using dashes to add information
- Do not use dot/bullet point lists unless you are permitted to do
- Do not shift verb tense unnecessarily
- Do not use exclamation marks (!!!)
- Do not use questions or commands
- Do not misuse font styles (including italics & underlining)

Include Other Writers

- Academic writing refers to information from a range of print, digital and other sources, all of which must be **clearly referenced** in your text.
- **Remember!** You must always clearly **identify the work and ideas of others** in your writing.

Always use evidence for:

- claims, assertions and arguments
- qualifications and justifications
- expression of your voice

Referencing

Evidence must always be referenced. There are three main reasons why you **must** reference clearly, systematically and consistently:

- If you include the work or ideas of others without referencing it clearly, this is plagiarism. Plagiarism is a form of academic cheating and carries strict penalties.
- A well-referenced piece of work demonstrates to your lecturer that you have thoroughly researched the topic, and that your work is based on evidence.
- Readers of your work may wish to look at the external information you have referred to in your writing, so will need full details of the source to locate it.

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Discover these!

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- Conversations@UTS
- Intensive academic English programmes
- Daily workshops
- Volunteer programmes



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Have an in depth 40-minute discussion with an Advisor in relation to your specific assignment needs.

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Work on your assignment while an Advisor is on hand to help.

Daily Academic English Workshops

Learn about subject areas such as Writing Skills, Study Skills and Communication Skills.

Online Self-learning Resources

Develop your academic language and learning skills independently. Advisors at drop-in sessions can guide you to the resources most suitable to your needs.

Conversations @ UTS

Develop your self-confidence in your spoken English in a relaxed, supportive group environment.

Intensive Holiday Courses

Extend your skills in Academic Writing, Academic Speaking and Workplace Communication in a collaborative environment over a 5-day period.

HELPS U:Learn

Drop-in sessions allow you to meet with an Advisor for 15 minutes to ask questions about your studies and assessments.

The Advisor can then refer you to suitable programs and services.
No appointment is needed.

HELPS U:Connect

Volunteers & Buddy Program

HELPS U:PASS

The UTS Peer Assisted Study Success Program

Other UTS Contacts & Services

Advisors at drop-ins can refer you to the most relevant UTS service or contact person based on your individual needs. Our cooperative relationship with faculty and support services allows for cross-referrals to and from:

UTS Faculty Academics

UTS Library

UTS Counselling Service

UTS Special Needs Service

UTS Careers Service

UTS:

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SIMIN PENG
Nursing student

"HELPS not only supports you with academic English, but also improves your confidence and encourages you to continue pursuing your dream. It can be proven as I have been actively participating in a variety of workshops from the beginning of my course, and it wouldn't happen if I did not find it helpful and comfortable."

SANDY LAM
Business student

"I used to be a shy girl; but, my experience as a HELPS student and HELPS volunteer has enhanced my confidence and communication skills. I am also suffering from the stress of study but seeing the smile and the progress of the students I help, I have more motivation to do better in my work and my study as well."



CYNTHIA VAIKUNTHAN,
Business/Law student

"Volunteering with HELPS gave me so many new opportunities, including the chance to work at HELPS to expand its volunteer programs. I developed my skills in leadership, cross-cultural communication and teamwork that I believe helped me get my graduate job with Commonwealth Bank. Volunteering and working at HELPS enabled me to grow as a person and enhanced my confidence in my abilities. I would recommend that everybody get involved in their programs!"

Higher Education Language and Presentation Support (HELPS) enhances learning experiences by providing individual and group support in a friendly and respectful environment. It aims to create independent and confident learners so they can reach their study and career goals through the development of their English language and academic skills and understanding.

> **HELPS Staff**

The friendly and approachable HELPS Advisors are all trained teachers who are committed to supporting students with a range of academic language and literacy issues. HELPS Advisors can assist in editing your assignment WITH you, not FOR you.

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UTS CRICOS PROVIDER CODE: 00099F
UTS/MCU/2020/JANUARY 2017



Winner of

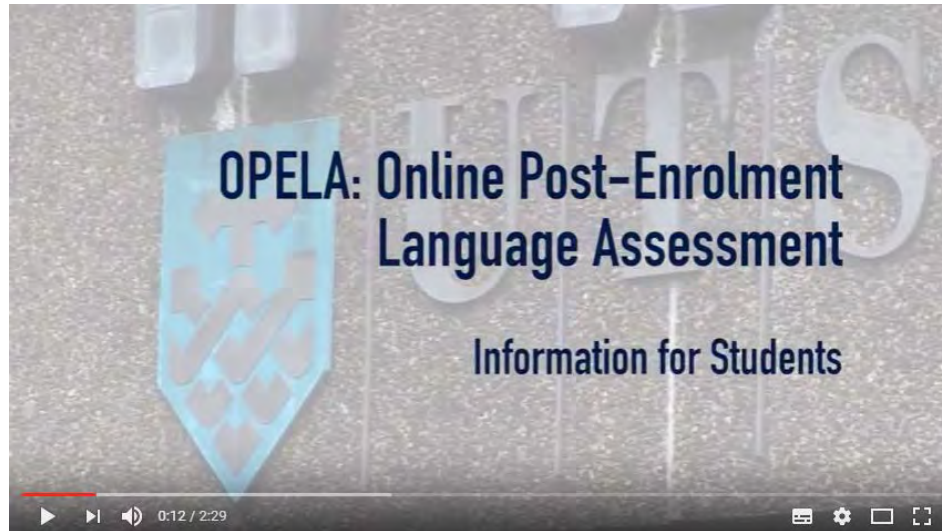
- > 2015 UTS Teaching and Learning Award for Academic Support
- > 2016 Citation for Outstanding Contributions to Student Learning, Australian Awards for University Teaching

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<https://youtu.be/eQqlcORIS3E>