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POWERING THE RESEARCH CYCLE

Effective Research Communication: Logic and Language in Academic Writing

SCUJ Webinar

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About Lilly Gray, ELS, CMPP...

edanz

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Effective research communication

Your goal is to publish research that will be widely read and highly cited

Ensure:

- ✓ Manuscripts are well-structured
- ✓ Sources are used correctly
- ✓ Content is clear and logical
- ✓ Writing is reader-focused



I • Structure

Main vs. subordinate clause



Linking word

- Although
- Even though
- Whereas
- While

Subordinate clauses say 2 things:

- Idea may not be important
- There is a contrasting idea coming

Sentence structure

Which sentence suggests that you
will get funding?

1. You deserve the funding, but the study
Topic position perfect.
2. The study design is not perfect, but
you deserve the funding.

Clauses

Stress position

*Readers focus at the **end of the sentence** to
determine what is important.*

The stress position can also introduce the topic of the next sentence

Stress position


The study design is not perfect, but you deserve the

funding. The grant will be awarded in two stages.

Topic position

= Word/theme cohesion

The stress position can introduce the topic of the next sentence, **but the use of the terms has to be logically connected**

The study design is not perfect, but you deserve the funding.  grant money of some funding agencies is given only if authors make their data publicly available.

= We also need coherence

Drawing relationships

Logical relations within and between sentences

- Cause and effect
- Comparison and contrast
- Elaboration, e.g., Classification/Definition, Exemplification
- Description (giving characteristics)
- Narrative sequence of events (reporting a linear sequence)
- Procedures, instructions
- Problem and solution
- Past, present, future (situation/gap analysis)
- Arguing for and against (evaluation)
- Whole to parts, or parts to whole
- General to specific, or specific to general

Sentence and paragraph structure 1

The stress position can introduce
the topic of the next sentence
(useful for **explanations** and **processes**)

Stress position

Although the study design is not perfect, you deserve

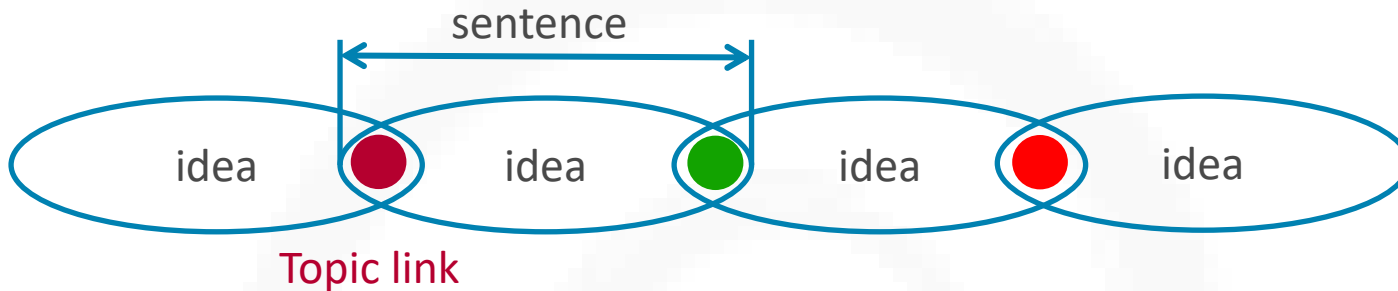
the funding. The grant will be awarded in two stages.

Topic position

= **Sentence/paragraph coherence**

(cause/effect, general/specific, whole/parts, compare/contrast...)

Sentence and paragraph structure 1



The local government has been striving to introduce **Information and Communication Technology (ICT)** in education. In medical education, technology was introduced through **the ICT-Connect-TED project**. The program aimed at improving the quality of lecturers through **the use of ICT**. **ICT-Connect-TED** recently provided computers and a networking infrastructure to all medical colleges.

General → Specific

Sentence and paragraph structure 1

Topic sentence = topic of paragraph, claim

Almost all participants indicated a high level of satisfaction with the content, sequence and relevance of the ICT professional development program they attended. Only a few lecturers reported that the duration of the professional development program was too short. However, the majority of the lecturers reported that they developed an understanding of what TPACK is and the way technology can enhance teaching and learning of difficult scientific topics. **Supporting sentences** *"I developed an understanding of how TPACK can be applied in the design and teaching of a technology-enhanced lesson"* said one of the pre-service lecturers. A lecturer from College C said if it was not the professional development he attended, he would not know how to use technology in teaching.

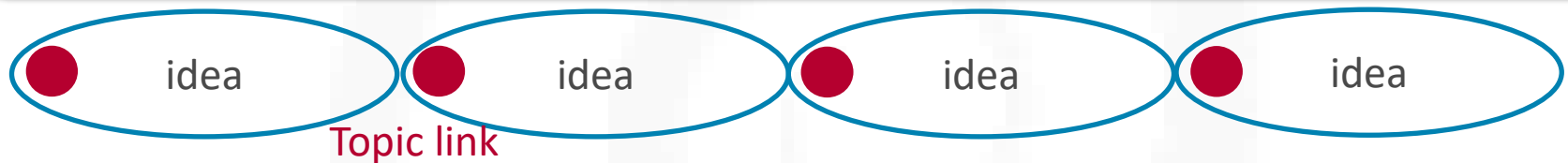
Topic sentence

The pre-service lecturers had the opportunity to further develop learning about technology integration in teaching after the professional development program had finished. They were invited to use their TPACK knowledge in workshops organized by the Ministry of Education and Vocational Training...

Stress sentence

Sentence and paragraph structure 2

Information in the **topic position** can introduce the **topic** of the next sentence
(*useful for definitions, descriptions, and narratives*).

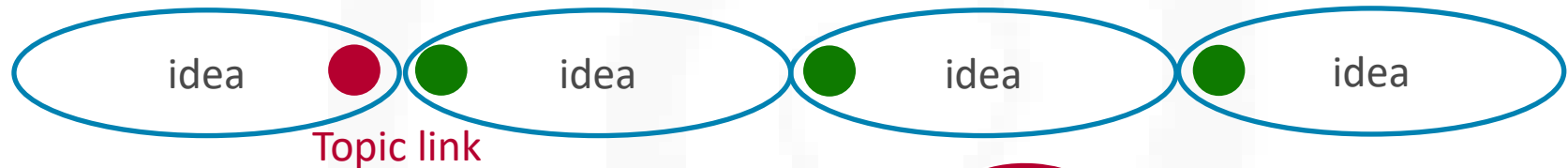


Lecturers were positive about the effectiveness of technology in teaching. **They** reported the effectiveness of technology on students' learning, and on simplifying their teaching process. **Most of the lecturers** reported to be comfortable and satisfied with the outcomes of the technology-integrated lessons they had developed and taught during the professional development program. **One of the lecturers** from College A said,...

General → Specific

Sentence and paragraph structure 3

Information in the **stress position** can introduce the **topic** of the next few sentences
(*useful for **lists** and describing **components/contents***).



Findings in this study are **presented in four sections**. **The first section** presents the continuation of technology use in teaching. **The second section** presents the factors affecting the continuation of use of technology in teaching among lecturers who participated in the study. **The third section** presents the college management view on the impact of the professional development program and the institutional challenges on using technology in teaching. **Finally**, the enabling and hindering factors affecting the continuation of technology are summarized.

Whole → Parts

Logical connectors at starts of sentences/clauses

Sequence, process

Until, After, Before, While, Since, When, Then, Next, First(ly)/Second(ly)/Third(ly), Finally

Cause-Effect

Because (of), By, Owing to, So that, As a result, Therefore, Thus, Hence, Consequently

Concession / Contrast*

Although, Even though, Whereas, However, Nonetheless, Nevertheless, Despite, In contrast*

Conditional

If, Even if, When, Unless, Whether (or not), Except, Once, Provided that, Until, Without, Otherwise

Elaboration

In other words, In addition, Additionally, Furthermore, Moreover, For example, For instance, As a case in point

Start each paragraph with a topic sentence for linking
(**TIP:** headings, subheadings, and topic sentences should match your outline/storyline)



II • Correct use of sources

Summarizing sources

- (1) Author1 et al. 2010: Sentences can be grouped together or split apart in research writing, but be careful that the variables used are all consistent.
- (2) Author2 et al. 2015: Authors of scientific papers should not change the wording of important variables in their study question and answer, lest they give the impression of giving the wrong answer to the wrong question.
- (3) Author3 et al. 2016: Our advice for scientists is to keep all terms consistent throughout their manuscripts.

=> When preparing their research manuscripts, authors should keep all terms and variables consistent (1-3).

Synthesizing information

- (1) Author1 et al. 2015: Postgraduate authors of manuscripts reported in this survey that they need adequate writing training at university.
- (2) Author2 et al. 2015: Postgraduate research students who followed a mentorship scheme increased their efficacy in writing research papers for journal publication, by as much as 30%.
- (3) Author3 et al. 2016: PhD and Master students in our study improved their writing test scores by 20% to 50% after the seminar course but by only 5% after the mentoring scheme.

=> ***University postgraduates have reported wanting more training in manuscript writing (1), but whether this is best done via mentoring or seminars is unclear (2,3).***

Summarizing and synthesizing

- ❖ Find common themes/variables
- ❖ Find logical relationships: similarities/differences, exemplification, cause/effect
- ❖ Check which section of IMRaD; check study type
- ❖ Be clear if facts or opinions
- ❖ Use appropriate reporting verbs (state, conclude, suggest, argue, claim) and certainty verbs (is, must, will, could...)
- ❖ Group similar references together; name names if needed
- ❖ Cite and reference well

Criticizing sources

- ❖ Criticize the research, not the researcher
- ❖ Identify specific faults in Design, Sampling, Procedure, Analysis, Limitations, Interpretation
- ❖ Suggest possible reasons for faults
- ❖ Suggest improvements
- ❖ Use hedging and professional, polite language
- ❖ Same applies for Letters to the Editor, blogs/social media and comment writing

What makes a good argument?

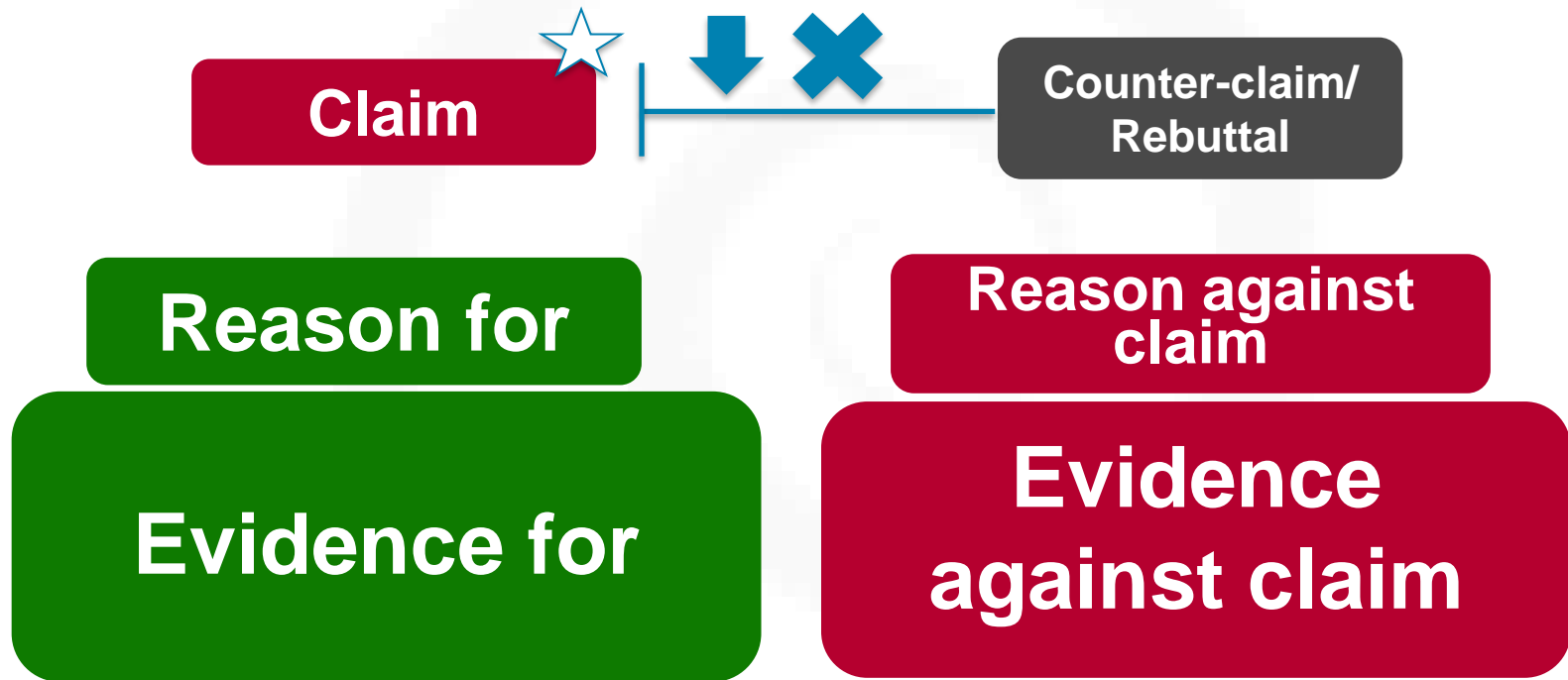
- ❖ **Claim:** proposition, proposal, statement that can be argued for/against (counterclaim/rebuttal)
- ❖ **Reason:** logical support for claim (summary or generalization of consistent data/facts/history/examples): *check for relevance, logical link, soundness, not biased, clear, explained, plausible*
- ❖ **Evidence:** data from research/observations underlying reason: *check for relevance, strength, study quality*

*X regulates
 $A \rightarrow B$*

*X important
in every
study so far*

*Findings
showing
influence of
X*

What makes a good argument?



Qualifier (modifies strength of claim):

Hedging words: might / could / may / can; sometimes, possibly, ...

Addressing counter-claims/rebuttals



❖ **Refutation:** reject the objection owing to its weaknesses and its own evidence (you make a counter-rebuttal)



❖ **Acknowledgement and rejection:** acknowledge validity of rebuttal, but argue or take steps to minimize its likelihood or relevance



❖ **Concession and qualification:** accept some part of the counter-argument; modify conclusion

Hedging

- Scope: **sometimes** > always; **generally, in most cases** > in all cases;
- Certainty: **may, seems to** > is; **possible** > likely > definitely;
- Strength: **suggests, indicates, implicates, is consistent with, supports** > proves, clearly shows

Watch out for ABC

ABC

- ❖ **Assumptions:** check your assumptions, including relevance, being too general/vague
- ❖ **Biases:** is there bias in design, method, analysis, interpretation, reporting; financial/personal issues (conflicts of interest; an “agenda”)?
- ❖ **Contradictions:** does one part of the argument contradict another, or is language about problem/solution not consistent?

Argument structure

**Bob is a man
Bob is a professor**

**Therefore, all professors are
men**

**All cats are animals
All dogs are animals**

Therefore, all dogs are cats

**IQ increases with shoe size
Hence shoe size causes IQ**

**All presidents are old men
Bob is an old man**

Therefore, Bob is a president

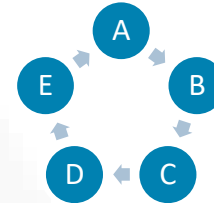
**Overgeneralization, confusion of association/cause,
faulty premises, hidden premises, converse error, counterexamples,
part-to-whole error...**



III • Logic

Sentence logic

Sequences/cycles



**Ordinal numbers/
finally**

First, we did A. **Second**, we did B, **finally** we did C.

**Then/followed
by/next**

We did A **then/followed by** B.

After/before

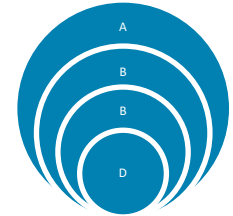
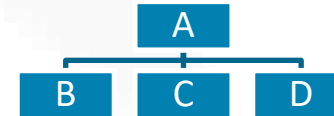
After doing A, we did B./**Before** doing B, we did A.

While/when

While/when doing A we did B.

Sentence logic

Elaboration: Definition, naming



**Verb + class noun +
characteristic**

C is **defined as/is** a (type of) A that measures X /
that is used for... -
X is the fastest growing Y.

**Verb + process +
use**

A is **defined as/is** the process by which X is
converted to Y. -
A is the ability to do X.

**Verb + parent group
+ characteristic**

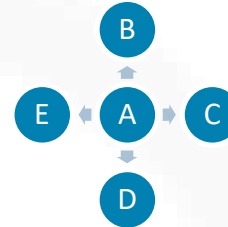
A is the **name/term given to all** C that
do/are/have X.

Parenthetical

C, **which** is an A / is a type of A, is/does/has... -
A, **also known as/also called** Y,...

Sentence logic

Elaboration: Exemplification



Initial phrase

For example/instance,... - To illustrate,...

Be

C **is** an (example of) A. -
One example/case **is**...

Parenthetical

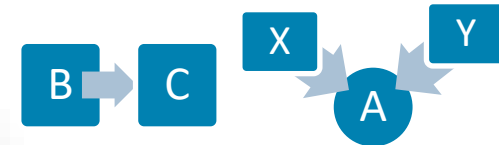
Types of A, **such as** B, C, and D,... -
C, **for example**, can be...

Verb

C **exemplifies** A. -
A **is illustrated by** (the case of) C.

Sentence logic

Cause-Effect, Means-Result, Reason-Result



**Conjunctions,
prepositions**

A happened **because/after** X and Y happened. -
A happened **because of/owing to/after/by means
of/following** X and Y. - We did C **with/by/through** B.

**Verbs of
cause/doing**

X and Y **led to/resulted in/caused** A. -
A **was caused by/resulted from** X and Y. -
We achieved C **by performing** B.

Be

X and Y **were the cause of** A. - A **was the result of** X
and Y. - A **was due to** X and Y.

Adverbs

X and Y happened. - **Consequently/For this
reason/Accordingly**, A happened. -
We did B, **thereby** achieving C.

Sentence logic

Condition-Result



**True in present or
probably true in
future**

B happens if A happens. - If A happens, B happens.
B will happen if A happens. - If A happens, B will happen.

True in past

B happened if A happened / were to happen. -
If A happened/were to happen, B happened.

**Theoretical in
present/future**

If A happened, B would be happening /
would happen.

Theoretical in past

If A (had) happened, B would have happened. -
B would have happened if A (had) happened.

Sentence logic

Means-Purpose



Infinitive to

To do A, we did/used B. - We did/used B **to do A**. -
We **aimed to do**/did X to avoid Y/doing Y.

So that

We used/did B so that we **could achieve A**.

For

B was done for the **measurement of A**.

**Prepositional clause
+ verb-ing**

We used/did B with a view to/for the purpose
of/with the goal of **achieving A**.

Sentence logic

Comparison/contrast



A B

Similarities

A is **similar to** B. - A is **like** B. - A does X, **as** does B. -
Like B, A... - **Similar to** B, A... - **As with** B, A...

Differences

A is **unlike** B. - A is **different from** B. - **Unlike** B, A... -
A **differs from** B. - A and B **show differences**. -
...higher/lower/greater/less **than**...

Concession

Although both A and B..., - A resembles B, **but**... -
A and B share some characteristics; **however**,...

Adverbs

In/By contrast,... - In/By comparison,... - Whereas -
However,...

Coherence in science communication

Logical connectors at starts of paragraphs/sentences/clauses

Sequence, process

Until, After, Before, While, Since, When, Then, Next, First/Second/Third, Finally,...

Cause-Effect

Because (of), To (+verb), Owing to, So that, Therefore, Thus, Hence, Consequently,...

Contrast/ concession

Although, Even though, Whereas, However, In contrast, Despite (+noun or verb *-ing*),...

Conditional

If, Even if, Unless, Whether (or not), Except, Provided that, Until, Without, Otherwise,...



IV • Identifying issues

Common mistakes in the Introduction

- ❖ Start is too basic/general
- ❖ Ideas are not logically organized; too long; “listing” instead of synthesis/analysis
- ❖ Important topics in Introduction are not mentioned again in Results/Discussion
- ❖ Topics/variables in Results/Discussion were not mentioned in Introduction
- ❖ Lacks importance to reader, theoretical/conceptual framework, problem statement, rationale of approach, aims
- ❖ Missing important references; cited studies are not recent/relevant; reviews are cited more than primary research; too many self-citations

Common mistakes in the Methods

- ❖ Research design is not mentioned or inappropriate
- ❖ Too much or too little detail
- ❖ No referencing for techniques/tools/tests used; plagiarism
- ❖ No timeframe, setting, minimization of biases, details of observers, details on pilot study/data collection/repetition
- ❖ Sample is not big enough; unclear sources or participant flow; unclear inclusion/exclusion criteria
- ❖ Unclear survey methods, questionnaire
- ❖ Unclear coding methods
- ❖ Unclear analysis, data processing; inappropriate statistical tests; multiple comparisons or confounders without corrections; does not say how missing data were handled
- ❖ Ethical issues/hazards are not mentioned

Common mistakes in the Results

- ❖ Data are not relevant to research problem/question
- ❖ Findings are listed, without a narrative or relationships shown
- ❖ Information in main text is repeated from display items
- ❖ Unexpected or negative data are not mentioned
- ❖ Some data are not explained by the Methods
- ❖ Some of the methods are not used
- ❖ No denominators (totals) for percentages, % don't total 100
- ❖ Unclear display items; incomplete descriptive data
- ❖ Error bars are not defined (SD or SEM; 95% confidence intervals); P values without 95% confidence intervals
- ❖ Data are not factually presented (includes interpretations)

Common mistakes in the Discussion

- ❖ Overall findings are not summarized at start
- ❖ Unexpected/negative results are not explained
- ❖ Statistical significance is confused with clinical/practical importance, or association is confused with causation
- ❖ Results are not discussed with extant literature; unbalanced
- ❖ Limitations are not discussed
- ❖ Results repeated verbatim
- ❖ New results are presented
- ❖ Conclusions are too generalized, precise, or confident
- ❖ Conclusion is missing or research problem is not really answered; concepts/terms are not parallel
- ❖ No implications for practice/policy or research



V • Clear Writing

Describing facts & data 1

Use parallel terms

✗ The values were higher in group 1 than for group 2.



The values were higher in group 1 than **in** group 2.
The values were higher **for** group 1 than for group 2.

✗ Writing involves many skills: planning, preparing, drafting, and you need to check carefully.



Writing involves many skills: planning, preparing, drafting, and **careful checking**.

Describing facts & data 2

Compared with is for saying how things are different

✗ The accuracy of the new program was low compared to the previous program.



The accuracy of the new program was low compared with that of the previous program.

The accuracy of the new program was lower than that of the previous program.

The computer can be compared to the brain.

Describing facts & data 3

Clarify **contrasts**

 The crystals that were treated with A grew **faster**.



The crystals that were treated with A grew **faster than untreated crystals**.

The crystals that were treated with A grew **faster than those treated with B**.

The crystals grew **faster after A treatment**.

Describing facts & data 4

Don't misuse time words

✗ **While** many people read e-books, some still prefer real books.

Although/Whereas many people read e-books, some still prefer real books.

✗ The patient had no appetite **since** he had eaten breakfast.

The patient had no appetite **because** he had eaten breakfast.

✗ The plants were harvested **as** they flowered.

The plants were harvested **because/once they had** flowered.

Describe relationships among your data

Treatment A reduced **ion levels** by 32.7% and increased **pH** by 12.3%. Treatment B reduced **ion levels** by 22.3% and increased **pH** by 15.6%. Treatment C reduced **ion levels** by 38.1% and increased **pH** by 6.9%.



Treatment C reduced **ion levels** (38.1%) more effectively than treatments A (32.7%) and B (22.3%). However, treatment B increased **pH levels** (15.6%) more effectively than treatments A (12.3%) and C (6.9%).

Signposting

Help the reader follow your text

Introducing

In this study, we...; This paper is organized as follows:...; In the following section,...

Sequencing

First,...; Second,...; Third,...; Next,...; Finally,...

Indicating new/old information; Clarifying

In addition; Furthermore; For example; For instance; As shown in Fig 1; As mentioned previously; It is important to note that...

Summarizing/ Concluding

Therefore; Thus; Hence; In summary; In conclusion

When to use the passive

- (1) The doer is not important or not known
- (2) Making generalizations
- (3) You don't want to blame someone
- (4) Avoiding We...We...We...
- (5) If the authors did not themselves do a step in the Methods
- (6) Some journals use passive in the Methods or Abstract
- (7) Avoiding top-heavy subjects
- (8) To stress the doer (“...by someone/something”)
- (9) To improve paragraph topic flow

Be careful:

The study was done on detection of mistakes made by X



Use strong verbs

**Avoid
nominalizations**

**Use strong verbs instead of
converting a verb into a noun**

Estimate



Estimation

Decide



Decision

Assess



Assessment

Analyze



Analysis

~~*We made a/an...*~~

~~*We conducted a/an...*~~

Extra, weak verb

→ ***We decided...***

Clear, short, and direct

Check if journal allows I/We,
or prefers This study/These findings/This author

Avoid complex words

Avoid

Adequate
Apparent
Ascertain
Caloric*
Commence
Endeavor
Magnitude*
Retain
Sufficient
Utilization



Preferred

Enough
Clear
Determine
Energy
Begin
Try
Size
Keep
Enough
Use

**OK in certain fields (magnitude of earthquakes, caloric expenditure)*

Delete unnecessary words

~~"It is well known that~~ **Most** of the intense diffraction peaks..."

~~"As a matter of fact, such a~~ **This** low-temperature reaction..."

~~"A number of studies have shown that~~ **The** charged group..."

~~"That is thus another reason why~~ **Therefore**, we believe..."

~~"...at a flow rate of 1.0 mL/min."~~

Delete unnecessary words

Avoid

At a concentration of 2 g/L

At a temperature of 37°C

In order to

In the first place

Four in number

Green color

Subsequent to

Prior to

Future plans; past history

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POWERING THE RESEARCH CYCLE



Prefer

At 2 g/L

At 37°C

To

First

Four

Green

After

Before

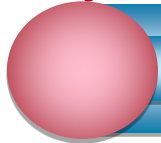
Plans; history

Keep subjects and verbs together

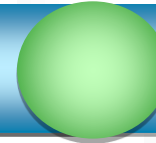
Readers expect...


- ❖ *Verbs* to closely follow their *subjects*
- ❖ *Heavy ends* (not starts) of clauses
- ❖ *Old* information before *new* information

Subject



Verb



 The class interactivity that was encouraged among students learning how to write academic manuscripts was an important factor in the success of the program.



Class interactivity was encouraged among students learning how to write academic manuscripts. This class interactivity was an important factor in the success of the program.

Avoid mistakes (1)

Clarify reference

- ❖ *A(n)*: refers to a non-specific noun (indefinite reference)
- ❖ *The*: refers to a specific noun (definite reference)

“**A** theory that describes economic development...”

→ Suggests there is more than one theory

“**The** Big Bang theory...”

→ Suggests there is only one theory and everyone knows

“A participant was chosen from the student sample by random.”

The participant was then given an English proficiency test.”

Avoid mistakes (2)

Clarify *It, They, This, That, Those*



The metal samples were assigned to two groups: the test group and the control group. They were first exposed to acid for 6 months.




The metal samples were assigned to two groups: the test group and the control group. **All samples were first exposed to acid for 6 months.**

Avoid mistakes (3)

Simplify when possible but fill in *missing verbs*

clear

 It was ~~apparent~~ that the simulation results ~~reported~~ ~~herein~~ **were** accurate and thus the **algorithm effective**.

“the algorithm were effective” implied



It was clear that the simulation results were accurate and thus the algorithm **was** effective.

The simulation results were **clearly** accurate; thus, the algorithm was effective.

Avoid mistakes (4)

Fix stacked and misplaced modifiers

The **final** analyzed test sample **only** appeared blue temporarily because we had added the especially prepared reagent that we were testing **slowly**.



The **final** sample that we analyzed appeared blue **only** temporarily, because we had **slowly** added the test reagent.

Avoid mistakes (5)

*Don't overuse **with***

With longitudinal reinforcement of concrete as a standard practice, buckling still occurs especially after seismic activity.



Although longitudinal reinforcement of concrete **is** a standard practice, buckling still occurs especially after seismic activity

Avoid mistakes (6)

Don't use numbers to start a sentence



50 participants were recruited.



We recruited 50 participants. / In this study, 50 participants were recruited.

Fifty participants were recruited.

Some journals do not allow abbreviations at the start of a sentence!

Avoid mistakes (7)

Use correct verb tense

Present simple

Introduction

Discussion

Present perfect

*Introduction, Discussion
(new paragraph)*

Past simple

*Methods, Results
(& Intro/Discussion)*

Stating an accepted fact or current implications

“Hydrogels **are** a promising material for...”

“Our findings **have** implications for...”

Referring to past studies that are still relevant

“Silanization **has been shown** to increase...”

“In this study, we **have shown** that...”

Reporting what you or others did/showed

“We **used** Raman spectroscopy to investigate...”

“The prosthesis **improved** quality of life...”

Methods & Results may be in present tense for theoretical papers

Avoid mistakes (8)

Don't misuse **statistical words**



- Group **parameters** such as age
- ...improved **significantly**; X is **significant**...
- X was **caused by** Y



- Group **variables** [**Population** parameters = mean/sd]
- ...improved **considerably/markedly**; X is **important**...
- X was **associated with/related to/linked to** Y



VI • Effective Writing

Write effectively

Topic at start + Stress at end puts most valuable information at end

Census data are useful in examining changes in society

Old information at start + new information at end; helps with back-linking

Not only can **data** be easily obtained, but **they** can also be easily analyzed.

End focus: important/contrasting/surprising content word/s at end


Not only can data be easily **obtained**, but they can also be easily **analyzed**.

End weight: longer clause at the end keeps S+V close together

Furthermore, datasets can be compared annually, which allows societal trends to be detected and followed.

Helps with short-term memory & information flow

Tip 1: Clarify the subject

 “Half of the teachers who were interviewed said that discussing new 3D modeling software increased student talking time. **They** also readily discussed emerging 3D printing technologies...”



“Half of the teachers who were interviewed said that discussing new 3D modeling software increased student talking time. **The students** also readily discussed emerging 3D printing technologies...”

Tip 2: Use the correct relative pronoun

❖ Use **that** and **which** appropriately



? The replies **which** came from five students were translated.

The replies **that** came from five students were translated.

Implies there were also other replies, not from 5 students



The replies, **which** came from five students, were translated.

We translated the replies, **which** came from five students.

Implies there were no other replies

Increase readability

Avoid...

- ❖ **Very long sentences** (aim for 25 words)
- ❖ **Top-heavy sentence** **Subjects: keep Subjects close to Verbs**
- ❖ **Misplaced modifiers** (samples were only dried for 1 s → **samples were dried for only 1 s**)
- ❖ **Nonparallel language** (samples were either heated or ~~were~~ cooled / samples either were heated or were cooled)
- ❖ **Incomplete comparisons** (sample A was *larger* (**...than what?**))
- ❖ **Repetition of concepts** (animal skin parchment ~~material~~)
- ❖ **Repetition of words** (the test scores of group A were lower than ~~the test scores~~ **those** of group B)
- ❖ **Gaps in logic** (Cause & Effect; Problem & Solution)
- ❖ **Jumps in flow:** use logical connectors & link topics
- ❖ **Overusing passive voice** (passive OK in methods and if needed)

Check spelling (1)

Irregular plurals

Index -> **Indices** (or Indexes for book index)

Appendix -> **Appendices** (or Appendixes for book appendix)

Species -> **Species**

Axis -> **Axes**

Die -> **Dice**

Hypothesis -> **Hypotheses**

Agenda -> **Agendas** (used to be Agendum -> Agenda)

Datum -> **Data** (but Data can be singular if “big data”)

Criterion -> **Criteria**

Phenomenon -> **Phenomena**

Fungus -> **Fungi** or Funguses; Matrix -> Matrices or Matrixes

Medium -> **Media** (but Media can be singular if social/mass media)

Check spelling (2)

UK versus US spelling

Haemoglobin -> Hemoglobin

Organise, Organisation, Analyse -> Organize, Organization, Analyze

Colour, Mould -> Color, Mold

Grey -> Gray

Programme, Program (computing) -> Program

Practice [n], Practise [v] -> Practice [n][v]

Licence [n], License [v] -> License [n][v]

Centre, Fibre, Metre -> Center, Fiber, Meter (but UK&US Meter=device)

Catalogue -> Catalog

Aluminium -> Aluminum

Label, Labelled, Labelling -> Label, Labeled, Labeling

Fulfil, Enrol -> Fulfill, Enroll (but UK&US Controlled, Targeted, Cancellation)

Check spelling (3)

Confused spellings

Accept/Except

Advice/Advise

Affect/Effect

All together/Altogether

Aloud/Allowed

Altar/Alter

Bare/Bear

Bazaar/Bizarre

Brake/Break

Canvas/Canvass

Chord/Cord

Coarse/Course

Complement/Compliment

Currant/Current

Defuse/Diffuse

Desert/Dessert

Discreet/Discrete

Interesting/Interested

Loose/Lose

Principle/Principal

Sight/Site/Cite

Stationary/Stationery

Storey/Story

There/Their/They're