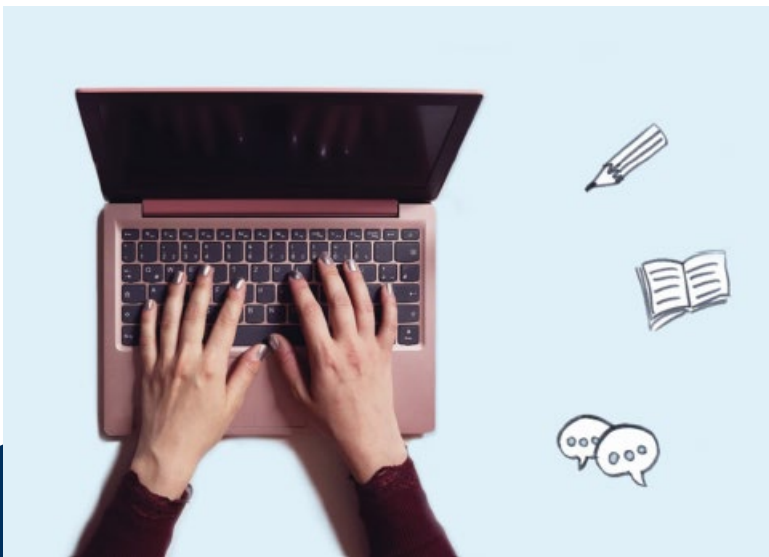




# W O R K B O O K



**METHODS AND IDEAS FOR A  
SUCCESSFUL WRITING PROCESS**

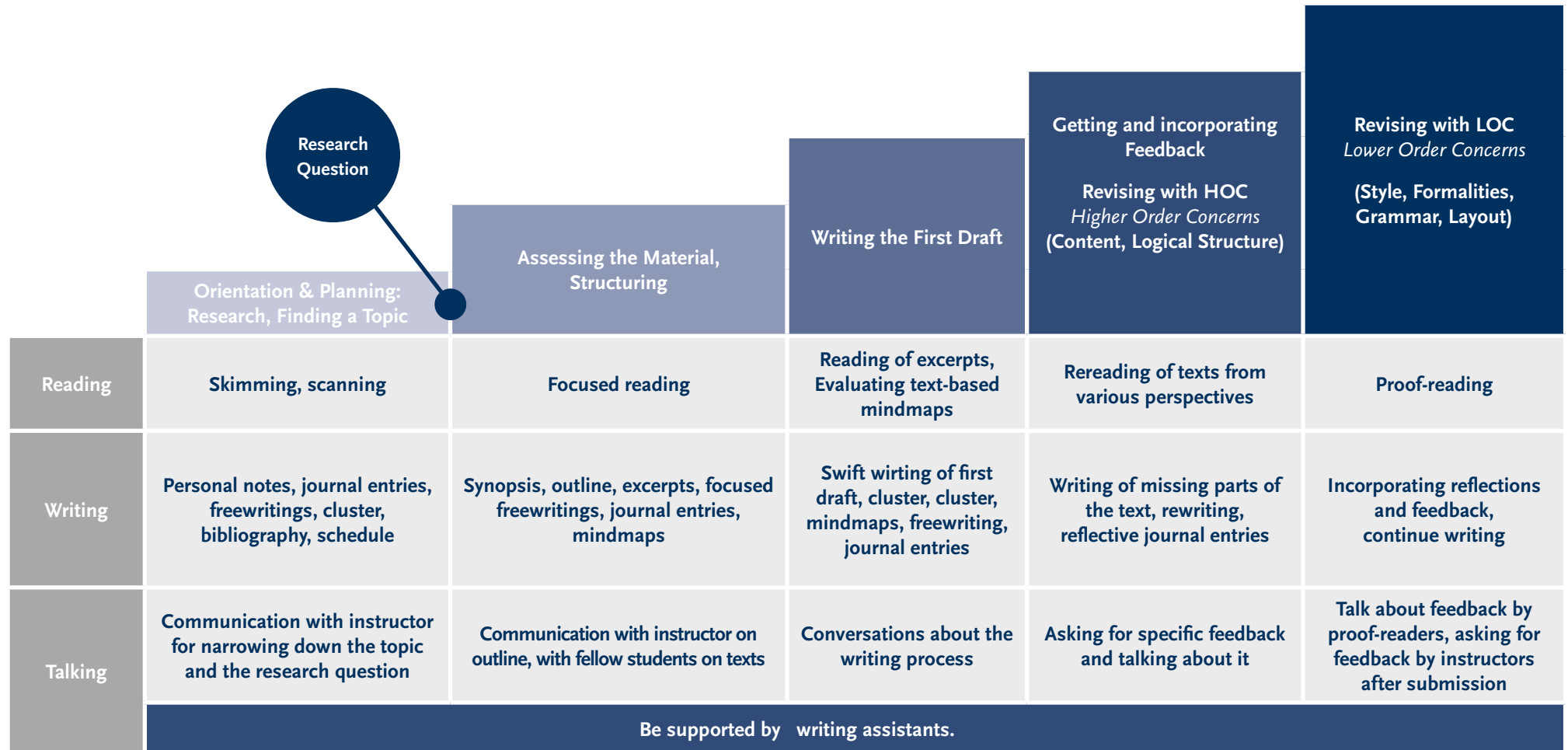
*[schreibberatung@uni-potsdam.de](mailto:schreibberatung@uni-potsdam.de)*

# Contents

|   |    |
|---|----|
| Five Stages of the Writing Process          | 4  |
| Tripod                                      | 6  |
| Narrowing down the Topic                    | 10 |
| Descriptive Outline                         | 16 |
| Flexible Outline                            | 18 |
| Freewriting                                 | 21 |
| Cluster                                     | 24 |
| Writing Journal                             | 27 |
| Pentagon                                    | 32 |
| Considering the Overall Composition         | 35 |
| Restructuring a Text                        | 39 |
| Pomodoro Technique                          | 42 |
| Iceberg model – Revising with HOC and LOC   | 44 |
| Checklist – Review of Structure and Content | 46 |
| Resources for Language Revision             | 48 |
| Checklist – Formal Revision                 | 54 |
| Recommended Readings                        | 55 |



# The Academic Writing Process in 5 Stages



cf. Wolfsberger, Judith (2010): *Frei geschrieben*, Wien, p. 19-20.  
and Girgensohn, Katrin / Sennewald, Nadja (2012): *Schreiben lehren, Schreiben lernen*, Darmstadt, p. 102.  
Concept of the handout: Schreibzentrum of the European University Viadrina Frankfurt (Oder)

The tripod is a useful method to formulate your research topic, your specific research question or hypothesis, and your research goal in a coherent way.

**You can use the tripod method...**

- to identify keywords in your topic and create a rough structure for your text.
- to write parts of the introduction of your text / to write parts of a research proposal.
- as a basis for a consultation with your supervisor.

**Round I – Complete the following three sentences:**

1. What am I writing about? (name your research topic)  
*"I am examining/working on/writing about..."*
2. What do I want to know? (name your research question/hypothesis)  
*"... because I want to find out/understand/show..."*
3. Why do I want to gain this knowledge? (state your research goal)  
*"...in order to understand/determine/verify..."*

**Example:**

- (1) I am writing about academic writing in English as a second language
- (2) ...because I want to find out which difficulties may arise when writing academic texts in English as a second language
- (3) ...in order to determine how to support students who have to write academic texts in English as their second language.

**Round II – Reformulate what you have written:**

4. Rephrase #3 by finishing the following sentence: The goal of this module paper is to...
5. Reformulate #2 as a question.
6. Formulate a working hypothesis that might answer your research question.

**Example:**

- (4) The goal of this module paper is to determine how to support students who are writing academic texts in English as their second language.
- (5) Research question: Which difficulties may arise when writing academic texts in English as a second language?
- (6) Working hypothesis: I hypothesize that the specific scientific style and argument structure of English academic texts pose problems to students.

**After completing** these two phases, you have formulated your research topic, a research goal, your specific research question and a working hypothesis. Afterward, you can keep working on these elements if you feel like they are not precise enough yet, or use them for structuring and writing your term paper.

References: Schreibtrainerausbildung Gabi Ruhmann, Schreibzentrum der Ruhruniversität Bochum, complemented by Sven Arnold, Arbeitskreis Schreibdidaktik Berlin-Brandenburg.



# Space to reflect

This is how I proceeded:

I found this easy:

I found this difficult:

I found the exercise helpful / not helpful because:

I'll do it differently next time:



## Narrowing Down the Topic

These categories for narrowing down a topic are multidisciplinary but become subject-specific and concrete as you fill out the table for your topic. The criteria can complement each other or overlap, so that some points may appear in several lines. It is not always possible to write something down for all criteria. Sometimes this is due to the topic, sometimes to the gaps in knowledge that become visible and can be filled later. This method is also particularly suitable for preparing for a conversation with the supervisor about your scientific text.

Criteria for narrowing down a topic on the example of "The role of the parents in the disease process of chronically ill children":

| Criteria                                       | Specific Options  |
|--|---|
| Selected aspect                                | <ul style="list-style-type: none"> <li>• only one disease</li> <li>• both parents working</li> </ul>          |
| Time<br>(period, date, age...)                 | <ul style="list-style-type: none"> <li>• children under the age of 14</li> <li>• assessment period</li> </ul> |
| Space<br>(cities, countries, institutions...)  | <ul style="list-style-type: none"> <li>• in London</li> <li>• in Europe</li> <li>• in rural areas</li> </ul>  |
| Priorities / Under special consideration of... | <ul style="list-style-type: none"> <li>• highly performance-oriented parents</li> </ul>                       |

## Narrowing Down the Topic

| Criteria   | Specific Options  |
|--|---|
| Groups of persons  | <ul style="list-style-type: none"> <li>• only role of the father</li> <li>• female children</li> <li>• families with migration background</li> </ul>  |
| According to the aspects of the discipline/<br>research method | <ul style="list-style-type: none"> <li>• medical/socio-psychological study</li> <li>• statistical comparison</li> <li>• qualitative study</li> </ul>  |
| Sources, literature  | <ul style="list-style-type: none"> <li>• only British literature</li> <li>• literature after 1990</li> <li>• specific field of research, e.g. feminist research</li> <li>• 20 interviews</li> </ul> |
| Theories, authors  | <ul style="list-style-type: none"> <li>• psychoanalytical, systems-theoretical consideration</li> <li>• with special emphasis on the works of Carl Rogers</li> </ul>                                |

## Narrowing Down the Topic

| Criteria                 | Specific Options  |
|--------------------------|---|
| Relations, comparisons   | <ul style="list-style-type: none"> <li>• in comparison to healthy children</li> <li>• intercultural comparison</li> </ul>                                       |
| Individual case, example | <ul style="list-style-type: none"> <li>• case study</li> </ul>  |
| Highlight what's new     | <ul style="list-style-type: none"> <li>• (new) research focused on fathers</li> <li>• latest research results on the topic (e.g. clinic in New York)</li> </ul> |
| Overview                 | <ul style="list-style-type: none"> <li>• historical review</li> <li>• overview of the current state of research</li> </ul>                                      |
| Practical relevance      | <ul style="list-style-type: none"> <li>• own practical experience in a counselling center</li> <li>• relevance for general medical practice</li> </ul>          |

## Space to try

| Criteria   | Specific Options |
|--|------------------|
| Selected aspect  |                  |
| Time (period, date, age...)                                    |                  |
| Space (cities, countries, institutions...)                     |                  |
| Priorities / Under special consideration of..                  |                  |
| Groups of persons  |                  |
| According to the aspects of the discipline/<br>research method |                  |

## Space to try

| Eingrenzungskriterien    | Konkrete Eingrenzungsmöglichkeiten |
|--------------------------|------------------------------------|
| Sources, literature      |                                    |
| Theories, authors        |                                    |
| Relations, comparisons   |                                    |
| Individual case, example |                                    |
| Highlight what's new     |                                    |
| Overview                 |                                    |
| Practical relevance      |                                    |

## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**



The Descriptive Outline can be used at different stages of the writing process. Thus, it can perform different functions. When writing your first draft, you can use it to prestructure your text in order to bring your ideas into a logical order. When revising, the Descriptive Outline helps you to review and restructure the text. You'll be able to assess if your paragraphs build on one another, if their content is clear, if their order makes sense, and if your argumentation is complete.

**How to:**

- Summarize each paragraph in a few words or a sentence (paragraph's content)
- What does the paragraph say?
- Define the function of each paragraph within the text (paragraph's purpose)
- What does the paragraph do?

While doing so, you are answering the following questions:

- What connection is there between this paragraph and the thesis/research question?
- How is this paragraph connected to the preceding one?

Paragraphs can perform various functions:

- argue logically, analyse, explain
- showing the logical connection between arguments
- listing objects, events, situations, problems
- describing things, persons, places, processes
- refer to sources, report results, discuss findings
- introducing, concluding

| No. of paragraph | Content | Function |
|------------------|---------|----------|
| 1                |         |          |
| 2                |         |          |

|   |  |  |
|---|--|--|
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

## Flexible Outline

The Flexible Outline is helpful for anybody who has to come up with an outline for a text. It is especially helpful if you have difficulties structuring your text (due to an abundance of ideas). You can use the method both for pre-structuring the text and for reviewing your structure (re-structuring).

### **You need:**

Sticky notes, free space on your table or floor

### **How to:**

Think about your topic and write all keywords, ideas, theories, procedures, or questions that you want to incorporate in your text on sticky notes: one idea per sticky note!

Once you have written down all important aspects, come up with an order in which you would like to present them. You can stick the notes onto your table or floor, rearranging them to accommodate your desired line of thought or argumentation.

When finished, take a picture of your outline, number it, or leave it on the floor/table for future reference. (If possible, show your outline to a friend and explain to them what you are planning on doing. Let them ask questions. Then let them rearrange your outline (without interrupting) – not before having saved it. Listen to their explanation for possible changes, and incorporate them if they seem reasonable to you.

## Space to try

## Space to reflect

This is how I proceeded:

I found this easy:

I found this difficult:

I found the exercise helpful / not helpful because:

I'll do it differently next time:

## Freewriting

Freewriting is a method in which you write down your thoughts in the order they come to your mind and without censoring them. You thus give room to your creativity, personal thoughts and associations.

### You need:

a piece of paper and a pen (that you like)

### Recommendation:

Freewrite by hand and not at the computer because it allows you more leeway in presenting your thoughts. Additionally, you will benefit from the contact between hand, paper, and pen.

### Time:

3 to 5 minutes

### How to:

Just begin to write. It doesn't matter, how you start. Don't stop writing, but try to keep the pen moving continuously. In case your mind goes blank, write down, "What else? What else?...", until your thoughts start flowing again.

If your sentences are incomplete, let them remain incomplete. If an idea occurs to you as a keyword, write it down as a keyword.

Always proceed in your text, never go back. Spelling, grammar, word choice, correctness etc. are completely irrelevant!

It is most important that your pen keeps moving!

### Variation: Focused Freewriting

In a Focused Freewriting you concentrate on a thematic focus. It will be the heading or first sentence of your text.

If you stray from the central theme, register that you are doing so, but do not judge yourself for doing so. Try to refocus carefully, possibly by writing down your topic anew.

## Space to try

## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**

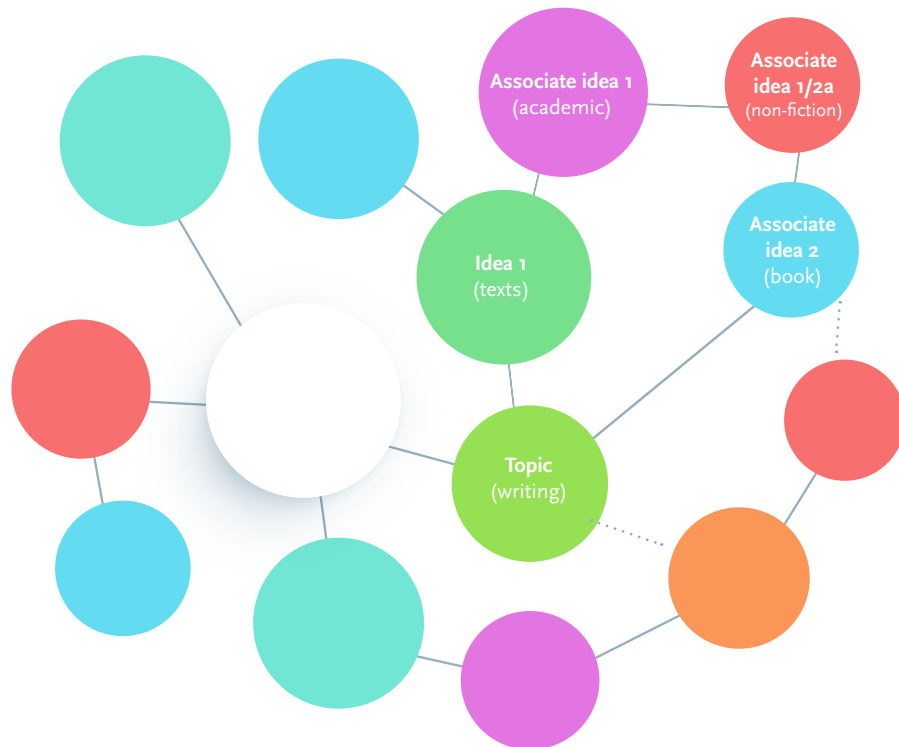
Clustering is a method which enhances the flow of your thoughts without censoring or controlling them. You may give way to your imagination and sometimes be surprised at the results. Clustering, you activate (unexpected) knowledge and thought processes. The aim of this exercise is to come up with a number of ideas without censoring them. It doesn't matter, how useful they are.

## Procedure

In the middle of a large piece of paper, note a central, but general term (or topic) and circle it. Then, note everything you associate with this term / topic, circle it, and connect it by drawing a line between the central term / topic and the new idea. Please also connect your new ideas in case a relevant relationship between them exists as well.

It is important to keep your pen moving on the paper at all times as it allows your brain to process. Continue circling the general topic until you come up with a new idea.

If you wish, you can proceed clustering by selecting one of your new ideas and placing it in the center of a new cluster in order to explore it further.



## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**

## Writing Journal

For every writing project it is worth creating a writing journal. What this journal looks like (book, file, binder...) is up to you. It is meant to accompany and support you in your writing process.

Its content is up to you but we have prepared some ideas on how to use a writing journal effectively:

### Documenting the Work Process

Use bullet points to document what you are working on and the time needed. This way, you can keep track of your process later and see that you have worked on your writing project – even if there is no continuous text yet. After all, the preparatory work of identifying and narrowing down the topic, thinking about the research question and preliminary outlines, as well as researching and reading are also very important steps that are taken before the continuous text is written.

The documentation also makes it easier for you to get back into work mode after a break. It doesn't matter how long the break was: half an hour, two days or three weeks.

If you are working with the Pomodoro Technique<sup>1</sup> you can also draw small circles (or even tomatoes) in your writing journal, coloring one after each 25-minute period.

### To-Do Lists

Of course, there is also room for to-do lists in your writing journal. When writing them, make sure to plan very small steps and give each task its own bullet point. For example, “read Wolfsberger's text” and “summarize” are two separate tasks that should be worked through one after the other, and consequently checked off separately. Otherwise, you will postpone the sense of achievement of checking off the items, although it is an important contribution to maintaining your motivation.

### Support Texts

You may also include texts here that are not part of the continuous text of your academic paper. For example, there is room for freewritings<sup>1</sup> (with or without focus). A freewriting can help you to let your thoughts flow and put them down on paper without requiring completeness or a proper language. Methods<sup>1</sup> based on this, such as Multiple Version Writing or Writing Relay, can also be carried out in your writing journal.

You can also accompany your entire writing process with reflections. For example, write down the thoughts that are buzzing around in your head (e.g. in the form of morning/evening pages) on a regular basis. This not only calms you down but makes your thoughts tangible and readable. You can also write down why you made certain decisions regarding your writing project so you can review them later.



If you want you can answer some of the following questions in the form of freewritings/ reflections at the end of a work phase:

- What came easily to me today?
- Can I repeat this in the next work phase?
- What did I manage to do?
- What resistances did I have? What could have been the reason for that?
- How can I proceed?
- What is my next step?
- Did I learn something new?

## Questions

You may also want to reserve an area in your writing journal for open questions: to yourself, to the supervisor, to the writing consultant ... This way, you will not only be better prepared for potential conversations. You can also use this space to collect answers to these questions. Especially with longer writing projects, it is not uncommon for some questions to come up several times. You can check this section to see if you might have been able to answer the question earlier.

## Methods Mentioned

Pomodoro Technique, Freewriting, Growing/Multiple Version Drafting, Writing Relay, Morning Pages (by Judith Wolfsberger)

Reference: Handout "Journal" by the Writing Center of European University Viadrina, based on Otto Kruse, Keine Angst vor dem leeren Blatt (1998), modified and complemented by the Writing Assistance of the University of Potsdam.

# Space to reflect

This is how I proceeded:

I found this easy:

I found this difficult:

I found the exercise helpful / not helpful because:

I'll do it differently next time:



When planning the content, it is helpful to answer the following questions:

- What do I want to know? (*Research question*)
- How would I like to proceed? (*Method*)
- What do I want to use as a point of reference? (*Theories, Terms, Concepts*)
- What am I working on and dealing with? (*Material, Research objects*)
- What do I expect/suspect? (*Working hypothesis*)

The model below illustrates how these questions are related: if something is changed at one corner of the pentagon, it is likely that this will affect the others.

### Research question:

- What do I wish to know/show/present in detail?
- Which aspects of the topic are of interest?
- How can the topic be justified?

### Material / Objects:

- What do I wish to examine/describe? (e.g. primary texts, dates, phenomena, observations etc.)
- What can be used in support of my thesis?

### Theories, Terms and Concepts:

- Which theories, terms and concepts are important for my topic and why?

### Working hypothesis:

- What is (are) my assumption(s)?  
(preliminary answers to the research question)

### Methods:

- How do I wish to proceed?
- Which method can I employ?
- How can I justify my choice of methods?



Source: Rienecker, Lotte/Stray Jorgensen, Peter/Skov, Signe (2013). The Good Paper: A Handbook for Writing Papers in Higher Education.

Here according to the use in Schreibzentrum der Europa-Universität Viadrina Frankfurt (Oder) after:

Frank, Andrea/Lahm, Swantje (2007). Schlüsselkompetenzen: Schreiben im Studium und Beruf. Stuttgart [u.a.]: J.B. Metzler.

## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**

## Considering the Overall Composition

In the final stages of writing, this technique helps you to turn your written text into a comprehensible and enjoyable text to read. In order to do so, you need to focus on how to lead the reader through your text. Using this technique, you think about your text's structure and each chapter's significance regarding their relation to the research question/thesis as well as regarding the overall presentation. Additionally, you consider which aspects you want to draw the reader's attention to.

### You need:

- one chapter or subchapter from your text (1-4 pages)
- some additional paper and different pens

### How to:

A. Think about your intentions for the (sub-)chapter by answering the following questions in a few short sentences in written:

1. Why is this chapter significant for the overall composition of the text?
2. How is the chapter related to your thesis?
3. Which question am I answering in this chapter?
4. To which aspects do I wish to draw the reader's attention? What do I wish to make clear?
5. Why do I place this chapter at this point in the text?

B. Subsequently, read the chapter and analyze whether it serves what you designed it for. If you find weaknesses, redraft the respective areas.

C. Additionally, you can ask yourself:

1. What did I notice when reading the text?
2. Is it easy for me to integrate the chapter into the text / to determine its function?
3. How do I clarify the function and significance of the chapter for the reader?
4. How do I guide the reader through the entire text? Did I think about it when writing?
5. Do I employ specific sentences or formulations in order to guide the reader through the text?
6. Do I use transitions to render the text more comprehensible?

Cf.: Grieshammer, Ella, and Franziska Liebetanz, Nora Peters, Jana Zegenhagen. Zukunftsmodell Schreibberatung. Eine Anleitung zur Begleitung von Schreibenden im Studium. Schneider Verlag Hohengehren, 2013. Adapted by the Writing Assistance Program of the University of Potsdam.

## Space to try

## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**



## Restructuring a Text

By using the technique of Restructuring a Text you get an overview of your text and its complex content even if it is long and has only few subheadings. If you didn't follow an outline when writing, restructuring helps you filter the existing structure from your text. By restructuring you organize your text and make it easier to understand.

Restructuring is suited for writers who

- write long texts which are complex in regard to structure and content
- write away without an outline
- have the feeling the text has aggregated to an indomitable mountain
- lose their line of thought easily
- wish to examine the structure of their text

**How to:**

- **First, take time to read the text you wish to restructure.**
- **Mark each line of thought (usually one per section / paragraph).**
- For each line of thought express the main idea in a provisional heading.
- **List the various headings on a separate piece of paper.**
- **Examine whether the order of your line of thought makes sense in regard to the overall composition of the text.**
- If it is necessary to alter the order of the paragraphs / sections,
  - o number the paragraphs according to the new order you come up with (on paper);  
you can also cut the text according to its paragraphs and rearrange them;
  - o move the headings including the respective paragraphs (computer).
- Read your text again. Insert missing transitions between the sections. Check whether your text conveys the content of the headings (= main ideas) clearly.
- If everything appears coherent, delete the provisional headings or develop "real" headings which become part of the text

Cf.: Scheuermann, Ulrike. Die Schreibfitness-Mappe: 60 Checklisten, Beispiele und Übungen für alle, die beruflich schreiben. Linde, 2011, p. 126 – 127. Modified by the Writing Assistance Program of the University of Potsdam.



## Space to try

## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**

# Pomodoro Technique

The Pomodoro Technique helps you to start working/writing. It can motivate and support you in organizing your time and in scheduling your work phases.

## How to:

You **set an alarm** for a certain amount of time, e.g. 25 minutes, during which you resolve to **work attentively and concentratedly**. Make sure, you won't be interrupted by anyone or anything (phone, email...) during this time. If your attention span is lower or a bit higher, adjust your "pomodoro phase" accordingly.

After the allotted amount of time, stop working on the project. Or, if you still feel fit, take a break of 5 to 10 minutes (or more as suited), that also ends with an alarm; then start the Pomodoro Technique anew. You can repeat the technique as often as you can concentrate / refocus on what you are doing.

**During the break**, you can either reward yourself with something you like doing, e.g. drinking tea, standing up and stretching, doing sports, getting fresh air, talking to a friend, or you do something which also needs to get done, e.g. a telephone call, hanging up the wash, or cooking. It is important that you **do something entirely different** during the break. Moving around usually helps your mind process what you have worked on so far.

It may motivate you to set a **certain number of Pomodoros** for the morning / afternoon / evening / day / week. However, if you register that you can't concentrate anymore, stop and take a break. Start with a small amount of Pomodoros so that you are happy you reached your goal instead of being disappointed by not doing so.

You may also benefit from **drawing Pomodoro outlines**, which you color according to your progress. This way your focus shifts from the things you want to get done to the time you want to be working. You will have a feeling of success each time you color a tomato which helps you to stay motivated.



# Space to reflect

This is how I proceeded:

I found this easy:

I found this difficult:

I found the exercise helpful / not helpful because:

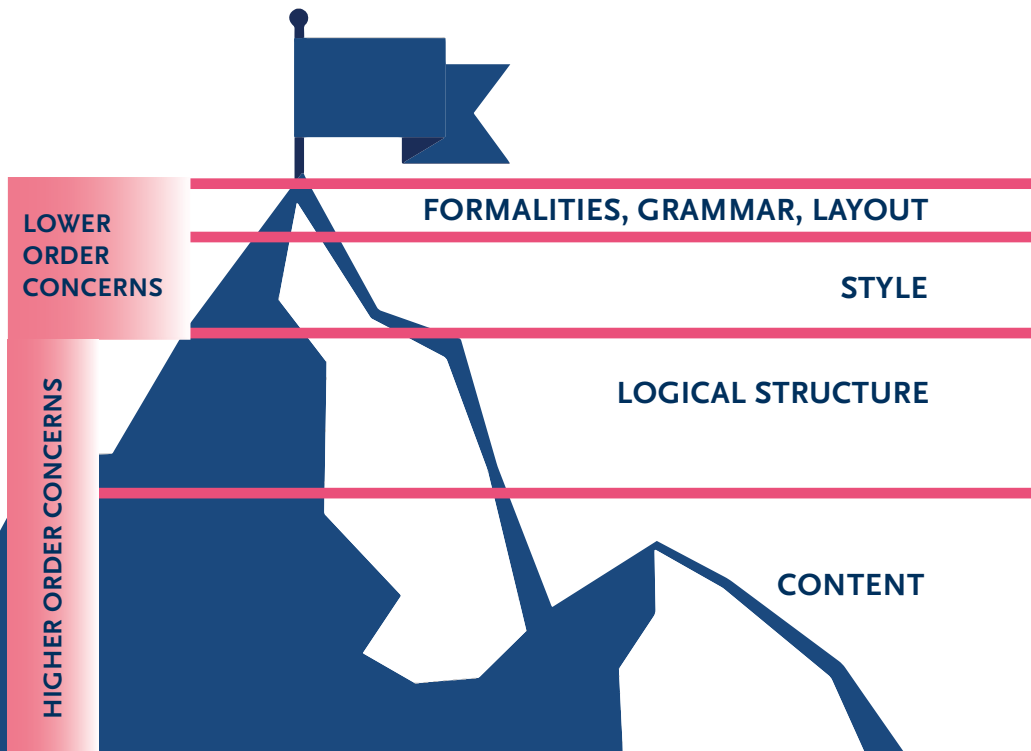
I'll do it differently next time:

# Iceberg model – Revising with HOC and LOC

When revising your text, work with the Higher Order Concerns (HOC) in Writing Phase 4. For this phase, see the "Checklist- Review of Content and Structure".

In Writing Phase 5, you will work with the Lower Order Concerns (LOC). You will find the "Resources for Language Revision" and the "Checklist - Formal Revision" to guide you in this phase.

**Now your text is ready for submission!**



## Space to reflect

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**

# Checklist – Review of Structure and Content

## Complete text

- Is my research question / thesis clear?
- Is it stated in the introduction?
- Is it answered / stated in the conclusion?
- Do I adhere to the procedure laid out in the beginning?
- Did I define key terms?

## Order of chapters / outline

- Are the chapters related reasonably to the research question / thesis?
- Is the order of the chapters reasonable / sensible? Is the line of argumentation coherent and clear?
- Are titles / subheadings meaningful, and do they fit the content?

## Inner structure of each chapter (subchapter, lines of thought)

- What is the topic? What is the main idea?
- Are subheadings / broader lines of thought ordered sensibly?
- Is anything missing?
- Are some subchapters superfluous?
- Are transitions sensible / do transitions exist?

## For each paragraph

- What is the topic? What is the main idea?
- Are essential statements clearly identifiable and centrally placed?
- Is the order of statements / arguments reasonable?

## Order of the sentences

- Basic question: Which is the function of the statement / paragraph in the broader scope of the text?
- Are there breaks in the line of thought?
- Is the order of statements / paragraphs transparent, verifiable, and logic? Should the order be altered?

*Cf.: Schreibzentrum der Europa-Universität Viadrina Frankfurt (Oder) based on Frank/Haake/Lahm (2007): Schlüsselkompetenzen – Schreiben in Studium und Beruf, S. 68f., extended by the Writing Assistance Program of the University of Potsdam.*

# Space to reflect

This is how I proceeded:

I found this easy:

I found this difficult:

I found the exercise helpful / not helpful because:

I'll do it differently next time:

- **dangling modifiers:**

[examples.yourdictionary.com/examples-of-dangling-modifiers.html](https://examples.yourdictionary.com/examples-of-dangling-modifiers.html)

- **collocation dictionary online:**

[www.macmillandictionary.com/browse/collocations/british/](https://www.macmillandictionary.com/browse/collocations/british/)

- **appropriate language/academic register:**

o [owl.purdue.edu/owl/general\\_writing/academic\\_writing/using\\_appropriate\\_language/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/index.html)  
o [dictionary.cambridge.org/de/grammatik/britisch-grammatik/formal-and-informal-language](https://dictionary.cambridge.org/de/grammatik/britisch-grammatik/formal-and-informal-language)

- **Academic Phrasebank:**

[www.phrasebank.manchester.ac.uk/](https://www.phrasebank.manchester.ac.uk/)

- **tenses:**

[english.lingolia.com/en/grammar/tenses/overview](https://english.lingolia.com/en/grammar/tenses/overview)

- **cohesion in writing, FHS Writing Lab, University of Cape Town, South Africa:**

[www.writingcentre.uct.ac.za/sites/default/files/image\\_tool/images/167/Cohesion.pdf](https://www.writingcentre.uct.ac.za/sites/default/files/image_tool/images/167/Cohesion.pdf)

- **Academic Writing Module on Paragraphs, writing exercises for self-directed study, Victoria University of Wellington, New Zealand:**

[www.vuw.ac.nz/llc/academic-writing/index.html](https://www.vuw.ac.nz/llc/academic-writing/index.html)

**This is how I proceeded:**

**I found this easy:**

**I found this difficult:**

**I found the exercise helpful / not helpful because:**

**I'll do it differently next time:**

## Citations

- Did I follow the required style of citation?
  - o in-text citation / footnotes?
  - o with / without year of publication?
  - o full title / lemma?
  - o page number indicated / not indicated by 'p.' ?
- Are my citations consistent?

## Bibliography

- Are all quotations within the text listed in the bibliography?
- Are the citations in the bibliography consistent?
- Is the table of figures (if existent) complete?

## Table of Contents

- Do titles / subheadings in the table of contents and in the text match?
- Do the page numbers of titles / subheadings match?

## Formal Requirements

- Do spacing, margins, font, size of font correspond to the required standards? Are they consistent?
- Does the title page correspond to the requirements?
- Will you submit the text electronically (file) or as a printed version?
- If printed: What kind of binding (if any) is required / accepted?
  - Do I have to hand in multiple copies? Who will receive the copies – instructor / Prüfungsamt?

## Appendix

- Are all required attachments and all mentioned appendixes included?
- Do table of contents and text refer to the appendixes correctly?
- Did I include the Declaration of Originality?
- If required: Did I include the abstract?

## Layout (Consistency!)

- Are all titles formatted consistently?
- Are page numbers inserted? Do I need to include my name next to the page numbers (i. e. MLA style)?
- Is the spacing between the paragraphs consistent?

*Cf.: Schreibzentrum der Europa-Universität Viadrina Frankfurt (Oder) based on Frank/Haake/Lahm (2007): Schlüsselkompetenzen – Schreiben in Studium und Beruf, S. 71, extended by the Writing Assistance Program of the University of Potsdam.*

## Recommended Readings

- Jong, Joy de: Effective Strategies for Academic Writing. Bussum: Uitgeverij Coutinho, 2017.
- Elbow, Peter: Writing with Power. Techniques for Mastering the Writing Process. 2nd edition. Oxford: Oxford University Press, 1998.
- Glasman-Deal, Hilary: Science Research Writing – For Non-Native Speakers of English. London: Imperial Collage Press, 2010.
- Modern Language Association of America: MLA Handbook. Ninth edition. New York: The Modern Language Association of America, 2021.
- Skern, Tim: Writing Scientific English. A Workbook. 3rd, revised edition. Vienna: facultas.wuv, 2019.
- Wymann, Christian: Mind Your Writing – How to be a Professional Academic Writer. Berlin & Toronto: Barbara Budrich, 2021.
- Zemach, Dorothy E.; Broudy, Daniel; Valvona, Chris: Writing Research Papers. From Essay to Research Paper. London: Macmillan Education, 2011.
- Rienecker, Lotte; Jørgensen, Peter Stray: The Good Paper. A handbook for writing papers in higher education. Frederiksberg: Samfundslitteratur, 2018.





Redaktion: Zesko, Writing Assistance

Layout & Design: ZIM-Multimedia

Picture sources:

© stock.adobe.com/170549625,  
97591651, 108702328, 170549625,  
208389492, 84472207, 283971837

State: March 2023

ZENTRUM für  
SPRACHEN und  
SCHLÜSSEL-  
KOMPETENZEN



  
Schreiberberatung