


Tech Tool 1: University of Manchester Academic Phrasebank (<http://www.phrasebank.manchester.ac.uk/>)


Academic Phrasebank
 The University of Manchester

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The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing, organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about [Academic Phrasebank](#).

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click [here](#) to access a very short questionnaire. Thank you.

An enhanced and expanded version of PHRASEBANK is available in PDF or Kindle format:

Transition tool and templates to start your paragraphs

Previous research: methodological approaches taken

Previous research: area investigated

Previous research: what has been established or proposed - close

Several lines of evidence suggest that ...
 Previous research has established that ...
 Data from several studies suggest that ...
 It is now well established from a variety of studies that ...
 A number of studies have postulated a convergence between ...
 Surveys such as that conducted by Smith (1988) have shown that ...
 Many recent studies (e.g. Smith, 2001; Jones, 2005) have shown that ...
 Traditionally, it has been argued that ... (e.g. Smith, 1960; Jones, 1972).
 Several biographies of Brown have been published. Smith (2013) presents ...
 In previous studies on X, different variables have been found to be related to ...
 Many historians have argued that ... (e.g. Jones, 1987; Johnson, 1990; Smith, 1994).
 There is a consensus among social scientists that ... (e.g. Jones, 1987; Johnson, 1990; ...
 Data from several sources have identified the increased X and Y associated with obesity.
 It has been demonstrated that a high intake of X results in damage to ... (Smith, 1998; ...).
 There is a large number of published studies (e.g., Smith, 2001; Jones, 2005) that describe ...
 Some cross-sectional studies suggest an association between X and Y (Smith, 2004; Jones, 2005).
 It has been suggested that levels of X are independent of the size of the Y (Smith *et al.*, 1995).
 It has conclusively been shown that X and Y increase Z (Smith *et al.*, 1999; Jones, 2001 ...).

To date, Thus far, Up to now,	several studies previous studies a number of studies	have	used ... found ... reported ... shown that... indicated that ... linked X with Y. suggested that ... demonstrated that ... has been shown that ...
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Tech 2: Writer's Diet (<https://writersdiet.com/>)

Tool to check sentences for clarity (unclear pronouns, too many phrases, etc.)

The Writer's Diet

home test app book workout help author BASE

The Test

Find out whether your writing is "flabby or fit" with the Writer's Diet test. (Don't like the diet and fitness metaphor? Now you can choose your own theme!)

[take the test](#)

The App

NEW! Diagnose full-length documents and watch your test results improve dynamically with the FREE Writer's Diet add-in for MS Word.

[get the app](#)

The Book

The

The Workout

Sharpen your style with free tutorials, online writing clinics, and

Sample Writer's Diet result

The Test

Is your writing flabby or fit? Enter a text sample of at least 100 words, then click "take the test" to see your diagnosis. (Don't like the diet and fitness theme? Click the Settings wheel to change it). To shape up your sentences and sharpen your style, start your customized writing workout [here](#).

Diaries can help all of us envision creative strategies and alternatives to common challenges mothers face. It is my hope that these 100 time use captures, in aggregate numbers and individual narratives, offer a realistic look at how all rhetoric and composition mothers navigate an academic career and parenthood. While the diaries confirm much of what we know about work in material conditions in rhetoric and composition and about academic motherhood in general, they also show spaces where time for scholarship is possible, where combining motherhood and a full spectrum academic career, though not in balance, is possible. This viewpoint is even more needed as "this [pandemic] earthquake in academia threatens to set women and minority faculty as an aggregate back decades" due to the disproportionate time spent caring for children out of daycares and schools as well as sick family members (Wheeler 2020).

run the test

NEW! Download the free Writer's Diet add-in for MS Word [get the app](#)

	😊	😐	😞	😡	😤
be-verbs	0	0	0	0	0
zombie nouns	0	0	0	0	0
prepositions	0	0	0	0	0
ad-words	0	0	0	0	0
it, this, that, there	0	0	0	0	0

NEEDS TONING

This sample has 968 eligible words.

In the remaining chapters, I identify pressure points and rhet comp moms face in productivity, professionalism, and parenting not addressed in current scholarship on academic motherhood. In Chapter Two: Productivity: Publication, Research, and Career Advancement, I focus on the surprising finding of overall scholarly productivity within the work week among RCMs. Clark and Sousa (2010) argue scholarly production is essential to a "happy" academic lifestyle because "academic work and writing are inseparable" (p. 154): Research keeps us engaged in our disciplines and writing is used to express a researcher's values (Hyland 2002). In rhetoric and composition, I have argued along with others (Gebhardt 1967;

Tech Tool #3: Scholarcy (www.scholarcy.com)

Tool to get information out of a source quickly...and get back to writing

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L-DOPA and learning The rise of bioRxiv


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Understanding “Zoom fatigue”: Theorizing spatial dynamics as third skins in computer-mediated communication

S_

I want to begin by addressing the broader relevance—to people who do not work with [writing centers](#) or even composition studies

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[10.1016/j.compcom.2020.102613](https://doi.org/10.1016/j.compcom.2020.102613)

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[10.1016/j.compcom.2020.102613](https://doi.org/10.1016/j.compcom.2020.102613)

Summary Flashcard

 **Expand all**

Key concepts 

Summary Flashcard

 Collapse all

Key concepts

Theory

dynamics

writing centers

Space

psychology

COVID-19

Coronavirus disease

Writing

Scholarcy summary

I write this article several months into a global pandemic that has transfigured life as virtually all people have known it.

Before CMC exhaustion and COVID-19, my work in WCs had already made me aware of the differences between FtF and virtual interactions.

ANT in third skins Much like the current CMC exhaustion experienced due to the exodus of physical activities to virtual platforms as a result of COVID-19, it was not uncommon to see early SOC literature show consultant and student hesitation with technology associated with SOCs (e.g., LeCourt, 1998 and Carlson & Apperson-Williams, 2000).

In understanding CMC exhaustion, this is key because space occupies fundamental but complex roles in all human interactions, physical or virtual.

If these other worlds do not host the intended CMC interaction, danger arises: virtual platforms already blur the

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