


Nina's hot tips: extra services and tools for academic writing



@nina_griffith_uni
@bicycles_create_change



@NinaGinsberg

A group of people, including men and women, are walking along a dirt path in a wooded area. They are wearing colorful, patterned hats and casual clothing. In the foreground, a man on the left is holding a large Australian Aboriginal flag, and a woman in the center is holding a large Torres Strait Islander flag. The background shows a line of trees and a path leading into the distance.

ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.

The Yugarabul, Yuggera, Jagera and Turrbal peoples.



Diversity & Inclusion

English language use
Ethnicity
Age
Religion
Politics
Culture
Gender
Diff-Abilities
GPA results
Physical attributes
Emotional state
Identity/Orientation
Family Structure
Employment status

Race
Nationality
Neuro diverse
SES status
Personality
Experiences
Living conditions
Historical biography
Skills and Competencies
Educational background
Thinking and learning styles
Personal perspectives/beliefs
How well you ride a bike
Amount of imaginary friends



All are
welcome, safe
and valued in
my class

PPT available at

Go to: [Bicycles Create Change.com](https://www.bicyclescreatechange.com) > Resources Page



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WRITING ADVICE & EDITING

Griffith Writing Mentors

Griffith Writing Mentors have expanded and is now online.

The Griffith Writing Mentors help students to develop their essay, writing, exam preparation, referencing, note-taking, and university skills. The service is free, drop-in (no bookings necessary) on Blackboard Collaborate and Facebook between **8am and 5pm Mondays to Fridays until the end of week 12.**

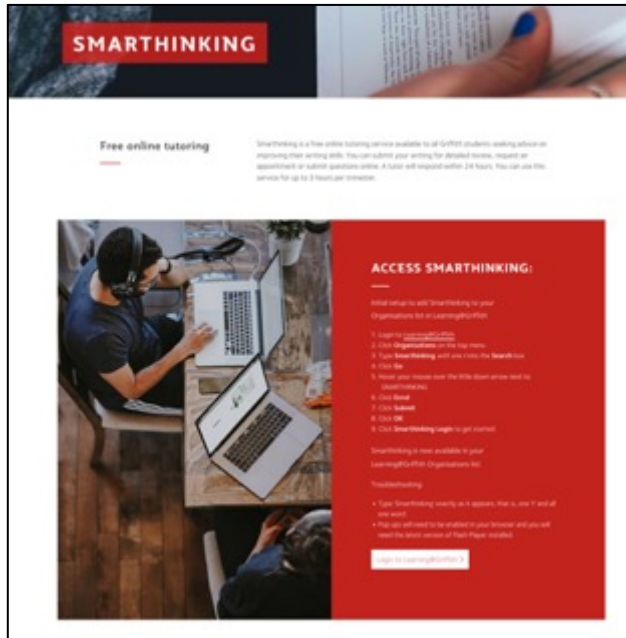


The Griffith Mentor Collaborate Space (talk to mentors online, collaborate on their work, and get help to develop skills)

The Griffith Mentor Messenger Service (send work for proofreads and feedback)

<https://www.griffith.edu.au/student-mentoring/mentoring-programs/writing-mentoring>

GU Smarthinking: Free online tutoring



SMARTHINKING

Free online tutoring

Smarthinking is a free online tutoring service available to all Griffith students seeking advice on improving their writing skills. You can submit your writing for detailed review, request an appointment or submit questions online. A tutor will respond within 24 hours. You can use this service for up to 3 hours per semester.

ACCESS SMARTHINKING:

1. Log in to Learning@Griffith
2. Click **Smarthinking** on the top menu.
3. Type **Smarthinking** and click the search icon.
4. Click **Go**.
5. Move your mouse over the **Write down your text to improve writing**.
6. Click **Send**.
7. Click **Submit**.
8. Click **OK**.
9. Click **Smarthinking** again to get content.

Smarthinking is now available in your Learning@Griffith Organisation list.

Trackwriting

- Type Smarthinking exactly as it appears, that is, use it all of the time.
- This will not need to be updated in your browser and you will receive the latest version of Track Paper installed.

- Upload as many times as you like.
- Takes 24 hours to get feedback.
- Is a 'real' Griffith teacher/editor giving you feedback.
- Detailed feedback for academic writing.

<https://www.griffith.edu.au/library/study/smarthinking>

Write & Improve: Free writing feedback



The screenshot shows the 'Write & Improve' website interface. At the top left, it says 'Cambridge English Write & Improve'. On the left, there is a large graphic of a woman with glasses sitting at a desk with a laptop, with a large white arrow pointing towards the right. The main text on the right says 'Improve your writing fast. It's free.' Below this, there is a list of four steps: 1) Practise writing English, 2) Get your grade in seconds, 3) Look at the feedback and make changes, and 4) Keep improving! At the bottom of the list, there is a small line of text: 'Write & Improve is a free tool for learners of English that marks writing in seconds. It is provided in association with Cambridge English (part of the University of Cambridge).' Below that is a button that says 'Start Practising Now ->'. At the bottom of the page, it says 'Automatic grades and feedback for English writing'.

<https://writeandimprove.com/>

- Upload as many times as you like.
- **Write & Improve** is a free tool for learners of English that marks **writing** in seconds.
- **Improve** your **writing** fast. It's free. 1) Practise **writing** English 2) Get your grade in in minutes 3) Look at the feedback and make changes 4) Keep improving!

Griffith Library

Meet with a specialist librarian/arrange a one-on-one consultation.

[Library>Research & Publishing>Consultations with a Specialist](#)

Take your assignment & LoR to the NA Library Front Desk. Ask them to look over and give some advice re APAP formatting.

<https://www.griffith.edu.au/library/study/research-and-referencing-consult>

Academic Phrasebank (Manchester Uni)



Academic Phrasebank

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

Home Page

GENERAL LANGUAGE FUNCTIONS

Being Cautious

Being Critical

Classifying and Listing

Compare and Contrast

Defining Terms

Describing Trends

Describing Quantities

Explaining Causality

Giving Examples

Signalling Transition

Writing about the Past



ABOUT PHRASEBANK

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.

<http://www.phrasebank.manchester.ac.uk/>

Q Manual

Best overall academic skills resource EVER!!

Full chapter on APA

Great for lots of other courses & assessments

Check out appendixes as well



https://www.monash.edu/_data/assets/pdf_file/0005/506345/qmanual.pdf

EnglishHELP



One free 45 min **consultation** each week
(for international students only)



Skill Workshops



Online Help Yourself Resources



Essential Grammar & Academic Skills

CONSULTATIONS

We provide one-to-one consultations for Griffith students seeking additional teaching and support in developing their academic English language skills.

BOOKING A CONSULTATION

Undergraduate and postgraduate coursework students can book one consultation per week.

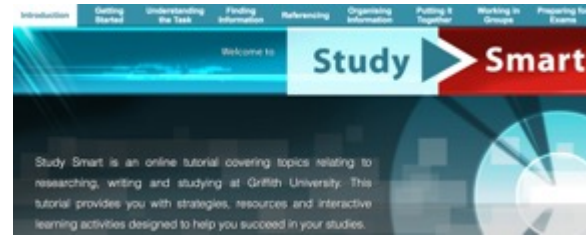
[Book a consultation >](#)

 <p>Academic Grammar and Vocabulary Improve your use of academic grammar and vocabulary for university life.</p>	 <p>Pronunciation Power Improve your pronunciation skills and ability to speak confidently in English.</p>	 <p>Higher Degree Research Language Develop your language skills for the thesis process.</p>	 <p>Scientific Writing Develop your English skills for writing scientific reports.</p>	 <p>Find Your Voice Improve your communicative confidence in English.</p>
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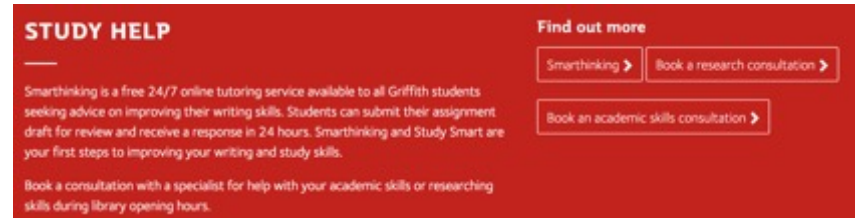
Essential grammar	Academic skills
Articles >	Academic vocabulary >
Countability >	Paragraphing >
Prepositions >	Hedging and boosting >
Conjunctions >	Paraphrasing >
Tenses >	Academic reading >
Voice >	Text types >
Subject verb agreement >	Referencing >
Complex structures >	Listening to lectures >
Vocabulary >	Seeking at university >
Punctuation and spelling >	The writing process >

Griffith Services

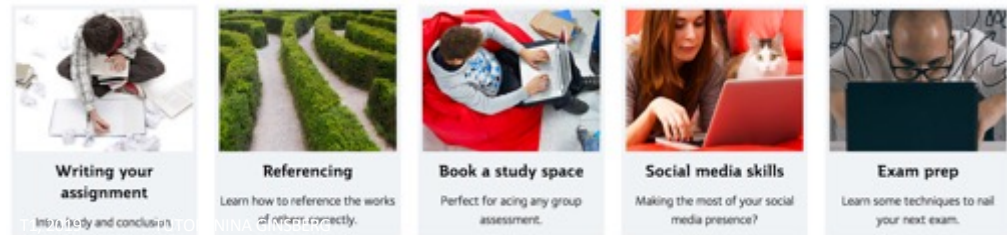
- Study Smart – online academic skills



- Academic Skills Sessions & Discipline Specific Librarians



- Library Workshops



Griffith TTP Resource

Griffith Health>Learning and teaching>TTP Program

Home > Griffith Health > Learning and Teaching > TTP Program



Get Ready for Success

- [What to Expect in Your First Few Weeks](#)
- [How to Succeed at University](#)
- [Tips for Time Management](#)
- [Avoiding Procrastination](#)

Study Skills

- [Tips for Reading Journal Articles](#)
- [Tips for Reading Textbook Chapters](#)
- [Note taking](#)
- [How do You Learn Best](#)
- [Working in a Group](#)

Maintaining Wellbeing

- [Wellness and Coping Video Resources](#)
- [Audio Exercises](#)
- [Self-Help Websites](#)
- [Wellbeing Resource for Tertiary Students - 'thedesk'](#)

Navigating the Online Learning Environment

- [Navigating myGriffith](#)
- [Navigating Learning@Griffith](#)
- [Office 365](#)
- [Pebblepad Help for Students](#)

Assessment Preparation

- [Deconstructing Assignment Questions](#)
- [Critical Thinking and Argument Development](#)
- [How to Think Reflectively](#)
- [Library Research Techniques](#)
- [Essay Planning and 'Doing the Math'](#)
- [Preparing for a Structured Clinical Assessment \(e.g. OSCE, OSCA, VIVA\)](#)
- [Exam Preparation and Study Tips](#)

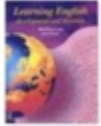
Undertaking Assessment

- [Writing Essay Introductions](#)
- [Writing Essay Body Paragraphs](#)
- [Writing Essay Conclusions](#)
- [Guide to Writing Research Reports](#)
- [Referencing](#)
- [Tips for Proof-Reading and Editing](#)
- [Using Evidence and Academic Integrity](#)
- [Tips for Writing Reflectively](#)
- [Writing Comparative Paragraphs](#)
- [Interpreting and Applying Assessment Feedback](#)
- [Oral Presentations](#)
- [Exam Technique on the Day](#)



<https://www.griffith.edu.au/griffith-health/learning-and-teaching/transition-and-tertiary-preparedness>

Griffith Library



Learning English: development and diversity

by Swann, Joan; Mercer, Neil

English language (New York, N.Y.), 1996

Book: IN LIBRARY, PE1128.A2 M428 1996, Gold Coast (+1 More)

Preview ▾



Cite

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- AGPS Press - Style Manual, 6th Edition
- AGLC3
- AMA (American Medical Assoc.)
- APA (American Psychological Assoc.)**
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- Harvard
- IEEE - Institute of Electrical and Electronics Engineers
- MLA (Modern Language Association)

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Swann, J., & Mercer, N. (1996). *Learning english: Development and diversity*. London and New York: Routledge.

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Google Scholar Learning English: development and diversity

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Learning English: development and diversity

N Mercer, J Swann - 1996 - content.taylorfrancis.com

Dennis Bancroft is a lecturer in psychology in the School of Education at the Open University. For the School's Centre for Human Development and Learning, he has written on children's cognitive and language development and edited a book on some of the implications of work in developmental psychology for the lives of children. His current research investigates the development of children's ability to reason about the temporal concepts of order and duration.

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Learning English: development and diversity

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Cite

MLA	Mercer, Neil, and Joan Swann. <i>Learning English: development and diversity</i> . Routledge, 1996.
APA	Mercer, N., & Swann, J. (1996). <i>Learning English: development and diversity</i> . Routledge.
Chicago	Mercer, Neil, and Joan Swann. <i>Learning English: development and diversity</i> . Routledge, 1996.
Harvard	Mercer, N. and Swann, J., 1996. <i>Learning English: development and diversity</i> . Routledge.
Vancouver	Mercer N, Swann J. <i>Learning English: development and diversity</i> . Routledge; 1996 Dec 5.

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The screenshot shows the Cite This For Me website interface. At the top, there is a navigation bar with the Cite This For Me logo and links for 'YOUR BIBLIOGRAPHY', 'EXTRAS', 'TOPIC IDEAS', 'CITATION GUIDES', 'CREATE AN ACCOUNT', and 'SUPPORT'. Below the navigation bar, the main heading reads 'Create Harvard, APA & MLA citations for your bibliography'. Underneath, it says 'To start, choose a citation style:'. There are four buttons: 'Harvard', 'APA', 'MLA', and '... More'. A red arrow points to the 'APA' button. Below this, the section 'Choose your source type' features four icons: a laptop for 'Website', a spiral notebook for 'Journal', an open book for 'Book', and a gear for 'More'. At the bottom right, there is a search bar with the text 'Search for **Journal** sources' above it. The search bar contains the placeholder text 'Search for the article title, or enter a DOI' and a 'Search' button. Below the search bar is a link that says 'Manually cite >'. The URL 'http://www.citethisforme.com/' is visible in the bottom left corner.