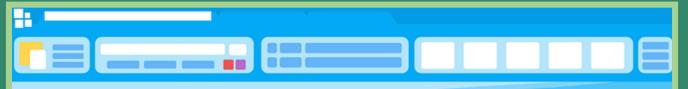


An Introduction to Academic English Writing

A Quick Guide to Punctuation

- 1. Use **periods** with abbreviations or acronyms.
- 2. Use **commas** with items in a series or to separate pieces of information.
- 3. Use **semi-colons** to join two independent clauses that express related ideas.
- 4. Use colons to introduce a list or a series.
- 5. Use double quotation marks around direct quotes.

Now, let's take a look at the following example:



Academic English skills are essential for college students, and there are many types of academic writing, e.g. theses, dissertations, journal articles, term papers, etc.

Academic writing is a usually messy process, so "you will need to think, plan, struggle, revise, rewrite, and mess about in order to discover exactly what it is you want to say and how you want to say it." (Johnson, 2016, p. 4)

You can first research to gather data; then, you can move on to write your first draft. While creating your first draft, you can follow the structure for empirical papers: introduction, method(s), results, and discussion.

The Center for Academic Literacy (2022) details what to include in each part of the structure for empirical papers, so you can visit its website to learn more about the structure.

英語學術寫作系列

標點符號一點通

英語學術寫作中常常需要使用許多不同的標點符號,其中最常見的幾個標點符號包含句點(period/full stop)、逗點(comma)、冒號(colon)、分號(semi-colon)、引號(quotation marks)等,其用法說明如下:

- 1. 句點 (period/full stop) 可用在縮寫詞 (abbreviation) 或頭字詞 (acronym) 之後。
- 2. 逗號(comma)可用於一系列的項目或用於分隔資訊。
- 3. 分號 (semi-colon)可用來連接兩句有密切關連的獨立子句。
- 4. 冒號(colon)可用來引介之後的訊息或系列項目。
- 5. 雙引號(double quotation marks)用於直接引述的文字前後(美式英文用法)。

以下是使用這些標點符號的範文:

Academic English skills are essential for college students, and there are many types of academic writing, e.g. theses, dissertations, journal articles, term papers, etc.

Academic writing is a usually messy process, so "you will need to think, plan, struggle, revise, rewrite, and mess about in order to discover exactly what it is you want to say and how you want to say it." (Johnson, 2016, p. 4)

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