

SELF-EDITING STRATEGIES FOR NON-NATIVE SPEAKERS

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Workshop Outline

- Definitions: Revising, Editing, and Proofreading
- Revision Strategies
- Editing/Proofreading Strategies
- Grammar Review
- Article Review
- Word Choice Issues and Web Resources

Stages of Editing

- Revising, editing, and proofreading: What's the difference?

Stages of Editing: Part 1

Revising

- “Re-visioning”; “big picture” work
- Audience
- Clarity of argument
- Evidence/support

Stages of Editing Part 2

Editing

- Voice, style, rhythm, and flow
- Check for awkwardness that may have occurred in drafting or revision
- Check title and accuracy of reference/works cited page(s)

Stages of Editing Part 3

Proofreading

- Final sweep with an eye for errors, both grammatical and typographical
 - Sentence structure
 - Verb tense
 - Punctuation
 - Spelling
 - Quotations/citation details

Writing as a Process

- Writing is an **iterative process** with multiple stages
- You may revise and edit a project multiple times (though proofreading is generally only at the end)

Strategies for Revising (1/6)

Identify your readers and your purpose

What are you trying to do in the paper? Is the purpose to evaluate some research, to put forth your own research, or to apply for funding? These different genres have different expectations, and different audiences. Consider all this when you evaluate your draft.

Strategies for Revising (2/6)

Find your main point

What are you trying to say in the paper? Try to summarize your thesis, or main point, and the evidence you are using to support that point. Imagine that this paper belongs to someone else. Does the paper have a clear thesis? Do you know what the paper is going to be about?

Strategies for Revising (3/6)

Evaluate your evidence

Does the body of your paper support your thesis? Do you offer enough evidence to support your claim? If you are using quotations from the text as evidence, did you cite them properly?

Strategies for Revising (4/6)

Save only the good pieces

Do all the ideas relate back to the thesis? Is there anything that doesn't seem to fit? If so, either change your thesis to reflect the idea or cut the idea.

Strategies for Revising (5/6)

Switch from writer-centered to reader-centered

Try to detach yourself from what you've written; pretend that you are reviewing someone else's work. What would you say is the most successful part of your paper? Why? What would you say is the least successful part of your paper? Why? How could this part be improved?

Strategies for Revising (6/6)

Backwards outlining

To create a backwards outline, number and label each paragraph in your draft with a phrase that expresses its main point. Once you compile those phrases, ask yourself whether each idea flows logically to the next, or whether things are out of place. Are there gaps in your argument? Does each paragraph move the main argument forward? You can also use the backwards outlining technique to identify where you might include subheadings.

Strategies for Editing/Proofreading (1/7)

Examine your paragraphs

Examine the overall construction of your paragraphs, looking at length, supporting sentence(s), and topic sentences. Paragraphs that are lacking length, evidence, and topic sentences may signal a premature or under-developed thought.

Strategies for Editing/Proofreading (2/7)

Track frequent errors

Keep track of errors that you make frequently and note useful strategies for dealing with those errors. Use the *search/find* function of the computer to look for common errors from your list.

Strategies for Editing/Proofreading (3/7)

Pace yourself

Many mistakes in writing occur because we rush. When editing, read slowly and carefully to give your eyes enough time to spot errors.

Make sure that you leave plenty of time after you have finished your paper to walk away for a day or two, a week, or even 20 minutes. This will allow you to approach proofreading with fresh eyes.

Strategies for Editing/Proofreading (4/7)

Read your paper aloud

Any time your text is awkward or confusing, or any time you have to pause or re-read your text, consider rewriting that part. If it is at all awkward for you, you can bet it will be awkward for your reader.

Material adapted from Purdue University's Online Writing Lab website

Strategies for Editing/Proofreading (5/7)

Read from the end

Read starting from the end of the paper rather than the beginning, say, from the conclusion backward. This forces you to pay attention to parts of the paper that might normally be neglected, and to see the paper's flow from a different angle.

Strategies for Editing/Proofreading (6/7)

Print out a hard copy

Reading from a computer screen is not the most effective way to proofread. Having a hard copy of your paper and a pen will help you.

Material adapted from Purdue University's Online Writing Lab website

Strategies for Editing/Proofreading (7/7)

Seek outside help

- Make an appointment with a writing consultant to get help tailored to your specific paper or writing issue.
- Attend an in-person workshop or boot camp to get additional practice.
- Ask a friend, family member, or colleague to read your paper and point out anything that doesn't make sense.

Grammar Review (1/24)

Sentence Fragments

- Make sure your sentence makes a statement, and that there is an independent clause
 - Independent clauses: can stand on their own

Grammar Review (2/24)

- Sentence fragment examples
- Example: The catalyst that initiated a chain reaction between the two test compounds in an acidic solution.
 - Explanation: This sentence is incomplete. As it stands, the entire sentence is actually just a subject with no predicate.
- Corrected example: The catalyst that initiated a chain reaction between the two test compounds in an acidic solution **had no effect on the same two compounds in an pH-neutral solution of water.**
 - Explanation: This edited sentence adds a predicate (in bold) to make a complete sentence.

Grammar Review (3/24)

- Sentence fragment examples
- Example: Strategic voting played a key role in the Liberal victory. **Although it would have made little difference in a system based on proportional representation.**
 - Explanation: The second sentence is incomplete. Because it starts with the subordinating conjunction *although*, it is in fact a dependent (or subordinate) clause.
- Corrected example: Strategic voting played a key role in the Liberal victory, although it would have made little difference in a system based on proportional representation.
 - Explanation: This sentence uses a comma to combine the two original pieces. The result is a complete sentence.

Grammar Review (4/24)

Run-on Sentences

- Definition: More than one independent clause without proper punctuation separating them
- Two types: (1) fused sentence, and (2) comma splice
- Simple fix: separate into two sentences using a period.
 - Semi-colon is also an option
 - Comma may work, but must have a coordinating conjunction as well

Grammar Review (5/24)

- Run-on Sentences
- Example: Neutrinos can pass through most other matter with only a tiny fraction interacting this behavior makes them ideal candidates for astronomy
 - Explanation: This is a fused run-on sentence. These are two independent clauses without any punctuation or conjunctions separating the two.
- Corrected example: Neutrinos can pass through most other matter with only a tiny fraction interacting. This behavior makes them ideal candidates for astronomy.
 - Explanation: Here, these two independent clauses are separated into individual sentences separated by a period and capitalization.

Grammar Review (6/24)

- Run-on Sentences
- Example: Neutrinos can pass through most other matter with only a tiny fraction interacting this behavior makes them ideal candidates for astronomy
 - Explanation: This is a fused run-on sentence. These are two independent clauses without any punctuation or conjunctions separating the two.
- Corrected example: Neutrinos can pass through most other matter with only a tiny fraction interacting; this behavior makes them ideal candidates for astronomy.
 - Explanation: Here, these two independent clauses are separated by a semi-colon. The result is still a single sentence.

Grammar Review (7/24)

Run-on sentences: Comma splice examples

- Example: Average summer temperatures were around 19 degrees Celsius, water temperatures in the rivers and swamps reached up to 20 degrees.
 - Explanation: This contains a comma splice. The sentence has two independent clauses with a comma in between.
- Corrected example: Average summer temperatures were around 19 degrees Celsius, **and** water temperatures in the rivers and swamps reached up to 20 degrees.
 - Explanation: Here, the two independent clauses are connected by the appropriate conjunction “and,” and a comma.

Grammar Review (8/24)

Run-on sentences: Comma splice examples

- Example: Average summer temperatures were around 19 degrees Celsius, water temperatures in the rivers and swamps reached up to 20 degrees.
 - Explanation: This contains a comma splice. The sentence has two independent clauses with a comma in between.
- Corrected example: Average summer temperatures were around 19 degrees Celsius; water temperatures in the rivers and swamps reached up to 20 degrees.
 - Explanation: Here, the two independent clauses are connected by a semi-colon.

Grammar Review (9/24)

Subject/Verb Agreement

- The subject and verb should match in number, meaning that if the subject is plural, the verb should be as well.
- Check for agreement by identifying all subjects. Then, circle or highlight the verbs one at a time and see if they match.

Grammar Review (10/24)

Subject/Verb Agreement Examples

- Example: Interviews are one way to collect data and allows researchers to gain an in-depth understanding of participants.
 - Explanation: Here, the subject “interviews” is plural, so any verb corresponding to that subject must also be plural. In this example, there are two verbs – “are” and “allows” – and they do not both match.
- Corrected example: Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.
 - Explanation: In the revision, the second verb has been fixed. It now says “allow”, which matches the plural subject “interviews”.

Grammar Review (11/24)

Shifting or Mixed Construction

- A shifting or mixed construction is a sentence that begins with one type of structure and shifts to another type of structure. These sentences result in confusion because it sets out to say one thing and abruptly switches to something else. These can also be marked by a change in number, person, subject, tense, or mood. Essentially, these are sentences that go off track.

Grammar Review (12/24)

Shifting or Mixed Construction examples

- Example: The purpose of television was invented to entertain people.
 - Explanation: This sentence contains faulty predication; that is, the subject and predicate do not make sense together. Specifically, a *purpose* cannot be *invented*.
- Corrected example (1): The purpose of television was to entertain people.
- Corrected example (2): Television was invented to entertain people.
 - Explanation (1): In this edited version, television has a purpose. This is fine.
 - Explanation (2): This second option explains why television was invented.

Grammar Review (13/24)

Shifting or Mixed Construction examples

- Example: A campaign to clean up movies in the United States **began** in the 1920s as civic and religious groups **try** to ban sex and violence from the screen.
 - Explanation: This sentence shifts the tense from past (with *began*) to present (with *try*).
- Corrected example: A campaign to clean up movies in the United States **began** in the 1920s as civic and religious groups **tried** to ban sex and violence from the screen.
 - Explanation: This edited version fixes the problem by putting *try* in the past tense. Now both verbs are in the same tense.

Grammar Review (14/24)

Shifting or Mixed Construction examples

- Example: Because mental activities couldn't be directly observed or measured *explains why* behaviorists effectively banned cognition as an explanatory variable.
 - Explanation: The first part of this sentence, *Because...measured*, is a dependent clause. It needs another, independent clause, to give it meaning, and it should not be used as the subject of a sentence.
- Corrected example: Because mental activities couldn't be directly observed or measured, behaviorists effectively banned cognition as an explanatory variable.
 - Explanation: This edited version fixes the problem by deleting the phrase *explains why* and adding a comma before the independent clause.

Grammar Review (15/24)

Dangling Modifiers

- A dangling modifier is a phrase or clause that does not connect grammatically with what it is intended to modify.
- Identify the subject of your sentence. If it's not clear what it is or if your subject is missing, you may have a dangling modifier. Ensuring that your sentences have a clear and correct subject will help you avoid these.
- Simplify your sentences.

Grammar Review (16/24)

Dangling modifiers examples

- Example: Tempted by the three witches' prophecy, Macbeth's moral scruples give way to his ambition.
 - Explanation: The problem with this sentence is that Macbeth's scruples are not tempted by the prophecy; Macbeth is tempted.
- Corrected example: Tempted by the three witches' prophecy, Macbeth allows his moral scruples to give way to his ambition.
 - Explanation: To fix the problem here, we can choose a noun or phrase that clarifies *who* is being tempted.

Grammar Review (17/24)

Dangling modifiers examples

- Example: To institute a carbon tax, it is essential first to address the increasing influence of corporate lobbies.
 - Explanation: This sentence uses the “it” that we’d like to avoid.
- Corrected example: To institute a carbon tax, reforming politicians must first address the increasing influence of corporate lobbies.
 - Explanation: This edited version adds clarity by specifying who must address the influence of corporate lobbies.

Grammar Review (18/24)

Misplaced Modifiers

- Misplaced modifiers are single words, phrases, or clauses that do not point clearly to the word or words they modify. As a rule, related words usually should be kept together.
- Identify the subject of your sentence and ensure that whatever you are trying to modify it with is close by. If not, you may need to rearrange the words.
- Keep sentences simple.

Grammar Review (19/24)

Misplaced modifiers examples

- Example: To succeed in STEM fields, obstacles must be overcome by women.
 - Explanation: The way this sentence is constructed, it sounds like the *obstacles* are trying to succeed in STEM fields.
- Corrected example: To succeed in STEM fields, women must overcome obstacles.
 - Explanation: This revision moves the subject women so that they are connected to the initial clause.

Grammar Review (20/24)

Misplaced modifiers examples

- Example: The students, after intervention, were given a post-test.
 - Explanation: This sentence inserts a modifier between the subject and the action, which results in awkwardness.
- Corrected example: After intervention, the students were given a post-test.
 - Explanation: This revision moves the modifier *after intervention* to the beginning of the sentence, allowing the subject *the students* to appear immediately next to the verb.

Grammar Review (21/24)

Parallelism

- Parallelism is the matching of the forms of words, phrases, or clauses within a sentence. Editing your work for parallel construction clarifies intended meaning even when a sentence is complicated and renders complex text more legible, comprehensible and memorable for readers.
- Look for series of items, usually separated by commas, and make sure these items are in the same — or parallel — form.

Grammar Review (22/24)

Parallelism examples

- Example: Mergers have a number of associated problems: cultural, financial and technology.
 - Explanation: This example features a list in which not all the items are in the same form. Cultural and financial are both adjectives, while technology is a noun.
- Corrected example: Mergers have a number of associated problems: cultural, financial and technological.
 - Explanation: This revision changes the noun to an adjective. The sentence now exhibits parallel structure.

Grammar Review (23/24)

Articles

English has two articles: *the* and *a/an*. *The* is used to refer to specific or particular nouns; *a/an* is used to modify non-specific or non-particular nouns.

- “The”: definite article
 - Example: Let’s read the book.
 - Referring to a specific book
- “A/an”: indefinite article
 - Example: Let’s read a book.
 - Referring to any book

Grammar Review (24/24)

Spelling

- Do not solely rely on spell-check – it will not get everything!
- Take special care of homonyms like *your/you're*, *to/too/two*, and *there/their/they're*, as spell-check will not recognize these as errors.

Left-out and double words

- Read the paper slowly aloud to make sure you haven't missed or repeated any words. Also, try reading your paper (or parts of it) one sentence at a time in reverse – this will enable you to focus on the individual sentences.

Articles (1/16)

English has two articles: *the* and *a/an*. *The* is used to refer to specific or particular nouns; *a/an* is used to modify non-specific or non-particular nouns.

- **the: definite article**
 - “Let’s read *the* book”: referring to a *specific* book
- **a/an: indefinite article**
 - “Let’s read *a* book”: referring to *any* book

Articles (2/16)

Definite

The definite article is used before singular and plural nouns when the noun is specific or particular. *The* signals that the noun is definite, that it refers to a particular member of a group.

- Example (1): The dog that bit me ran away.
 - Explanation (1): Here, we're talking about a *specific* dog.
- Example (2): We asked the participant to respond to a survey.
 - Explanation (2): Here, we're talking about a *particular* participant. Even if we don't know or say the participant's name, it's still a particular participant.

Articles (3/16)

Indefinite

A and *an* signal that the noun modified is indefinite, referring to *any* member of a group.

- Example (1): My daughter really wants a dog for Christmas.
 - Explanation (1): This refers to *any* dog. We don't know which dog because we haven't found the dog yet.
- Example (2): Somebody call a doctor!
 - Explanation (2): This refers to *any* doctor. We don't need a specific doctor; we need any doctor who is available.

Articles (4/16)

Rule # 1: Every time a noun is mentioned, the writer is referring to:

1. All of them everywhere,
2. One of many, or
3. This one exactly

Articles (5/16)

Rule # 2: Every kind of reference has a choice of articles:

1. All of them everywhere...(no article, a/an, the)
2. One of many.....(no article, a/an)
3. This one exactly.....(no article, the)

Articles (6/16)

Rule # 3: The choice of article depends upon the noun and the context.

Articles (7/16)

Ask yourself:

- “What do I mean? Do I mean all of them everywhere, one of many, or this one exactly?”
- “What kind of noun is it? Is it countable? Is it singular or plural? Does it have any special rules?”

Your answers to these questions will help determine the correct article choice.

Articles (8/16)

For *generic* uses of a noun (i.e., “all of them everywhere”):

- Non-count nouns = no article
 - Temperature is measured in degrees.
 - Money makes the world go around.
- Plural nouns = no article
 - Volcanoes are formed by pressure under the earth’s surface.
 - Quagga zebras were hunted to extinction.
- Singular nouns = the
 - The computer is a marvelous invention.
 - The elephant lives in family groups.

Articles (9/16)

How do you know if it's a *generic* uses of a noun? Try the “all of them everywhere” test!

Example: To use this test, substitute “all [plural noun] everywhere” for the noun phrase. If the statement is still true, it's probably a generic reference.

*A whale protects its young—“All whales everywhere” protect their young.
(true—generic reference)*

Articles (10/16)

For *indefinite* uses of a noun (i.e., “one of many”):

- **Non-count nouns = no article**
 - Our science class mixed boric acid with water today.
 - We serve bread and water on weekends.
- **Plural nouns = no article**
 - We're happy when people bring cookies!
 - We need volunteers to help with community events.
- **Singular nouns = a/an**
 - Bring an umbrella if it looks like rain.
 - You'll need a visa to stay for more than ninety days.

Articles (11/16)

For *specific* uses of a noun (i.e., “this one exactly”):

- (Most) Proper nouns = no article
 - My research will be conducted in Luxembourg.
 - Dr. Homer inspired my interest in Ontario.
- Non-count nouns = the
 - Step two: mix the water with the boric acid.
 - The laughter of my children is contagious.
- Plural nouns = the
 - We recruited the nurses from General Hospital.
 - The projects described in your proposal will be fully funded.
- Singular nouns = the
 - Bring the umbrella in my closet if it looks like rain.
 - Did you get the visa you applied for?

Articles (12/16)

In certain situations, we always use “the” because it’s clear we’re talking about “this one exactly.” **Examples of these situations include:**

- Unique nouns
 - The earth rotates around the sun.
- Shared knowledge (both participants know what’s being referred to, so it’s not necessary to specify with any more details)
 - The boss just asked about the report.
- Second mention (with explicit first mention)
 - I found a good handout on English articles. The handout is available online.
- Second mention (with implied first mention—this one is very, very common)
 - Dr. Frankenstein performed a complicated surgery. He said the patient is recovering nicely. (“The patient” is implied by “surgery”—every surgery has a patient.)

Articles (13/16)

Uncountable nouns: As the name suggest, uncountable nouns (also called non-count or mass nouns) are things that can be counted. They use no article for generic and indefinite reference, and use “the” for definite reference. **Uncountable nouns fall into several categories:**

- **Abstractions:** laughter, information, beauty, love, work, knowledge
- **Fields of study:** biology, medicine, history politics (some end in –s but are non-count)
- **Recreational activities:** football, camping, soccer (these words often end in –ing)
- **Natural phenomena:** weather, rain (but events are countable: a hurricane, a blizzard)
- **Whole groups of similar/identical objects:** furniture, luggage, food, money, clothes
- **Liquids, gases, solids, and minerals:** water, air, gasoline, coffee, wood, boric, acid
- **Powders and granules:** rice, sand, dust, calcium carbonate
- **Diseases:** cancer, diabetes (but traumas are countable: a stroke, a heart attack, etc.)

Articles (14/16)

Note: Different languages might classify nouns differently

- “Research” and “information” are good examples of nouns that are non-count in American English but countable in other languages and other varieties of English.

Articles (15/16)

Proper nouns (names of people, places, religions, languages, etc.) are always definite. They take either “the” or no article. Use “the” for regions (like the Arctic) and for a place that’s made up of a collection of smaller parts (like a collection of islands, mountains, lakes, etc.).

Examples:

Places (singular, no article): Lake Erie, Paris, Zimbabwe, Mount Rushmore

Places (collective, regional, “the”): the Great Lakes, the Middle East

Note: When a person’s name is part of a theory, device, principle, etc., use “the” when the name does not have a possessive apostrophe. Do not use “the” when the name has an apostrophe.

Examples:

The Doppler Effect vs Murphy's Law

Articles (16/16)

What do you mean?

- **All of them everywhere**
- What kind of noun?
- Non-count or plural = no article
- Singular = the (complex inventions and organisms)
- Singular = a (one example represents entire group)
- **One of many**
- What kind of noun?
- Non-count or plural = no article
- Singular = a/an
- **This one exactly**
- What kind of noun?
- Non-count or plural = the
- Singular = the
- Proper nouns = no article or the (see notes on nouns)

See more details at:

<https://writingcenter.unc.edu/tips-and-tools/articles/>

Word Choice

- Few “rules”
- Complex issue
- Not often actually taught

Word Choice continued

- In academic writing, how to know whether a word is formal enough?
Too formal? Too unconventional?
- How to know which words go together?

Dictionaries

- Features: Definitions, part of speech, synonyms, antonyms, pronunciation, etymology, translations (sometimes)
- Learner's dictionaries
 - Google (Dictionary)
 - www.google.com
 - The Free Dictionary
 - <https://www.thefreedictionary.com/>
 - Merriam-Webster
 - <https://www.merriam-webster.com/>
- General dictionaries
 - Macmillan English Dictionary
 - <http://www.macmillandictionaries.com/about/med/>
 - Longman's Dictionary of Contemporary English
 - <https://www.ldoceonline.com/>
 - Cambridge Dictionaries Online
 - <https://dictionary.cambridge.org/dictionary/english/>
 - Merriam-Webster Learner's Dictionary
 - <http://learnersdictionary.com/>

Dictionaries continued

- **Features:** Definitions, part of speech, synonyms, antonyms, pronunciation, etymology, translations (sometimes)
- **Drawbacks:** Few examples, not specific to academia or to a particular field

Corpus-Assisted Editing (1/7)

- A *corpus* (plural: *corpora*) is commonly defined as a collection of naturally occurring language that is assembled to be representative of some language variety. In simpler terms, a corpus is **a large collection of texts**.
- Corpora are frequently used by linguists to study language use, but they can also be very helpful for anyone interested in improving their English.

Corpus-Assisted Editing (2/7)

Let's say, for example, that you ...

Corpus-Assisted Editing (3/7)

Let's say, for example, that you ...

- have been told that you need to use more linking words or connectives (e.g., *however*, *nevertheless* and *thus*) in your text to make it easier for the reader to follow, but you are not sure how and where they are typically used

Corpus-Assisted Editing (4/7)

Let's say, for example, that you ...

- have been told that you need to use more linking words or connectives (e.g., *however*, *nevertheless* and *thus*) in your text to make it easier for the reader to follow, but you are not sure how and where they are typically used.
- are not sure whether a particular word is too informal for academic writing

Corpus-Assisted Editing (5/7)

Let's say, for example, that you ...

- have been told that you need to use more linking words or connectives (e.g., *however*, *nevertheless* and *thus*) in your text to make it easier for the reader to follow, but you are not sure how and where they are typically used.
- are not sure whether a particular word is too informal for academic writing.
- know which word you need to use, but aren't sure which word(s) go best with it.

Corpus-Assisted Editing (6/7)

Corpora can help you with all these problems – and many more!

Corpus-Assisted Editing (7/7)

- Focus: Word Neighbors
- <http://wordneighbors.ust.hk/>

Corpus-Assisted Editing: Words in Context

Example: How is *nevertheless* used in academic writing?

1. Type in “nevertheless” in the search field.
2. Click on “Find it!”. You will then see the results, with part of speech, frequency, and some other options.
3. Click “See contexts” for more information about the word.

Corpus-Assisted Editing: Words in Context cont.

Example: What preposition goes with the verb “associated”?

Sample sentence: *A systematic review was conducted to better understand the pediatric health outcomes associated _____ childhood adversity.*

1. Type in “associated” in the search field.
2. Select “Show 1 word after” in the drop-down menu to the right.
3. Click on “Find it!”. You will then see the results, grouped first by the part of speech of the search term, then sorted by the frequency of the combination.
4. Click “See contexts” for more information about the word.

Corpus-Assisted Editing: Additional Tools

COCA

- (<https://corpus.byu.edu/coca/>)
- Less user-friendly
- Requires (free) account
- Allows narrowing by type of text as well as comparing
- Largest corpus

Just the Word

- (<http://www.just-the-word.com/>)
- Simplest interface
- Designed with English learners in mind
- Uses British National Corpus
- Cannot narrow by text

Corpus-Assisted Editing: Additional Tools continued

Google (and Google Scholar)

- VERY large corpus
- Easy to do simple searches of words/phrases
- Does not show collocations
- Cannot narrow by text

Additional Tools and Resources

Collocation Dictionaries

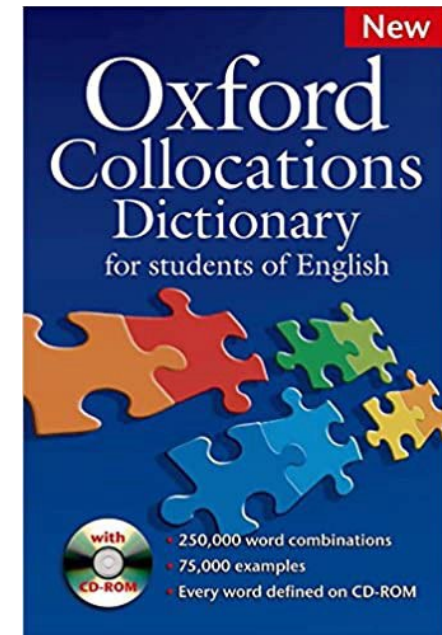
- Oxford Collocations Dictionary for Students of English
 - Not strictly academic
 - Gives register information
 - Study guides

EnglishClub.com

- Collocations guide with quiz:
<https://www.englishclub.com/vocabulary/collocations.htm>

Grammarly.com

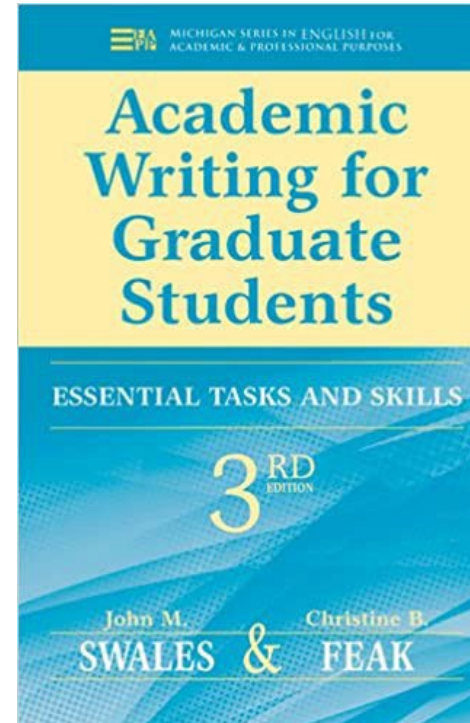
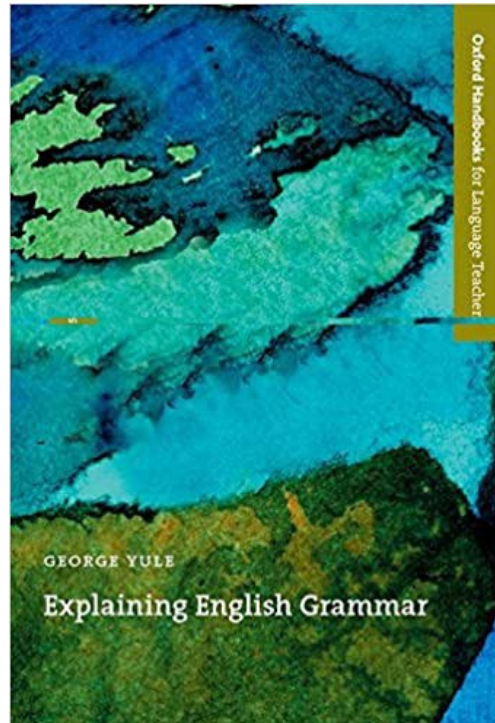
- Online grammar checker
- Detects tone
- Free (basic plan)



Additional Tools and Resources continued

Books on Grammar and Academic English

- *Explaining English Grammar* by George Yule
- *Academic Writing for Graduate Students* by John Swales & Christine Feak



UCLA Graduate Writing Center

- FREE appointments for graduate and professional student for writing consultations
 - Writing assistance for dissertations, theses, proposals, journal articles, course papers, résumés, CVs, cover letters, etc.
- Web site: <http://gwc.gsrc.ucla.edu/>
 - ESL Resources: <https://gwc.gsrc.ucla.edu/GWC-Menu/Resources-and-Links/ESL-Resources>
- Appointments: <http://gwc.gsrc.ucla.edu/appointments> (through Handshake)
- Workshops: <http://gwc.gsrc.ucla.edu/workshops>