

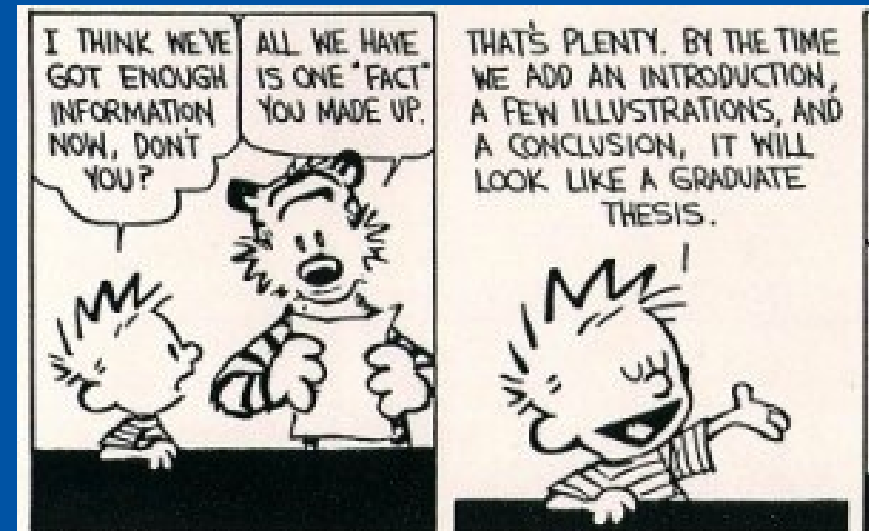
Academic Writing I

(Basic and advanced advice)

PD Dr. Pamela Wicker

German Sport University Cologne

Zurich, 22-24 Oct 2018



Deutsche
Sporthochschule Köln
German Sport University Cologne

Institut für Sportökonomie und Sportmanagement
Institute of Sport Economics and Sport Management

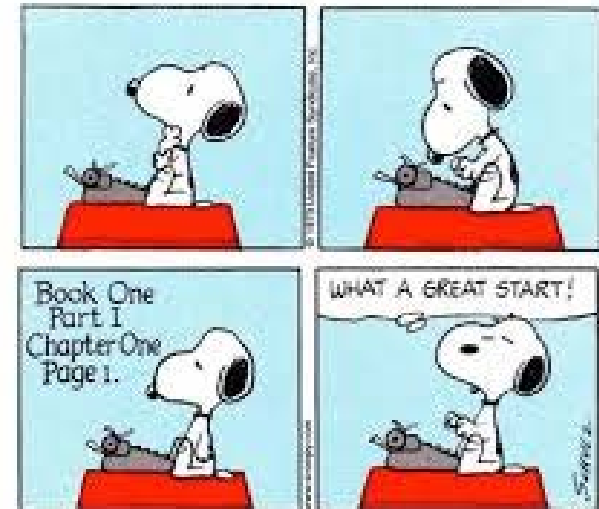


Course outline

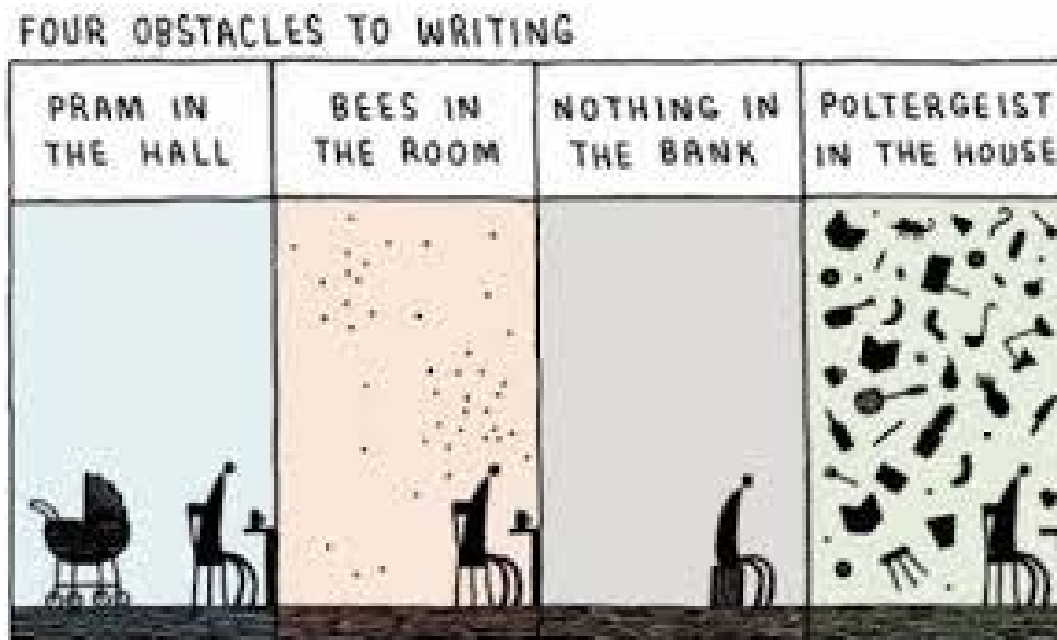
Session no.	Date	Description
Mon, 22 Oct 2018: Academic writing I (Basic and advanced advice)		
1	9:00-9:45	Introduction
2	10:00-10:45 11:00-11:45	Writing and linking sentences
3	14:00-14:45 15:00-15:45 16:00-16:45	Writing chapters Writing task
Tue, 23 Oct 2018: Academic writing II (Preparing the publication)		
4	9:00-9:45 10:00-10:45	The uniqueness of the sport sector
5	11:00-11:45 14:00-14:45	Collecting, accessing, and analyzing data
6	15:00-15:45 16:00-16:45	Contribution, theory, and literature
Wed, 24 Oct 2018: Academic publishing (Getting published)		
7	9:00-9:45 10:00-10:45	The author's perspective
8	11:00-11:45 14:00-14:45	The editor's perspective
9	15:00-15:45 16:00-16:45	The reviewer's perspective
	21 Dec 2018	Submission of short essay (one pdf via email)

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2. Writing and linking sentences
3. Writing chapters and writing task



1. Introduction



1. Introduction

Why is this course relevant?

- Increasing number of submissions at international journals
 - Competition increases
- Not sufficient to have a nice idea and nice data
 - You have to ,sell‘ your paper and tell a story
 - Avoid constant ,shocks‘ of the reader
 - Contributes to overall impression of a paper
- Not only the English proficiency level is relevant, but also the wording and the way the arguments are presented (flow, structure)

1. Introduction

What is this course based upon?

Academic literature

- Glasman-Deal, H. (2010). *Science research writing for non-native speakers of English*. Imperial College Press.
- Skern, T. (2011). *Writing Scientific English*. Facultas wuv.

Personal experiences

- Associate Editor positions:
 - Sport Management Review (SMR)
 - European Sport Management Quarterly (ESMQ)
 - Journal for Study and Teaching in Sport Science (ZSLS)

1. Introduction

Personal experiences

- Member of the Editorial Board:
 - SMR, ESMQ, Journal of Sport Management (JSM)
 - Journal of Sports Economics (JSE), International Journal of Sport Finance (IJSF)
 - Managing Sport and Leisure (MSL)
 - Journal of Sport & Tourism (JST)
 - European Journal for Sport and Society (EJSSoc)
- Reviewer for >30 journals, 2 referee reports/week
- Reading work of colleagues and (PhD) students
- Published 115 peer reviewed articles



1. Introduction

Purpose and content of the course

- Presentation and discussion of core characteristics of a well written text
- Reflection on your own writing
- Provide some tools to improve your writing
- Mixture between lecturer input and active practice

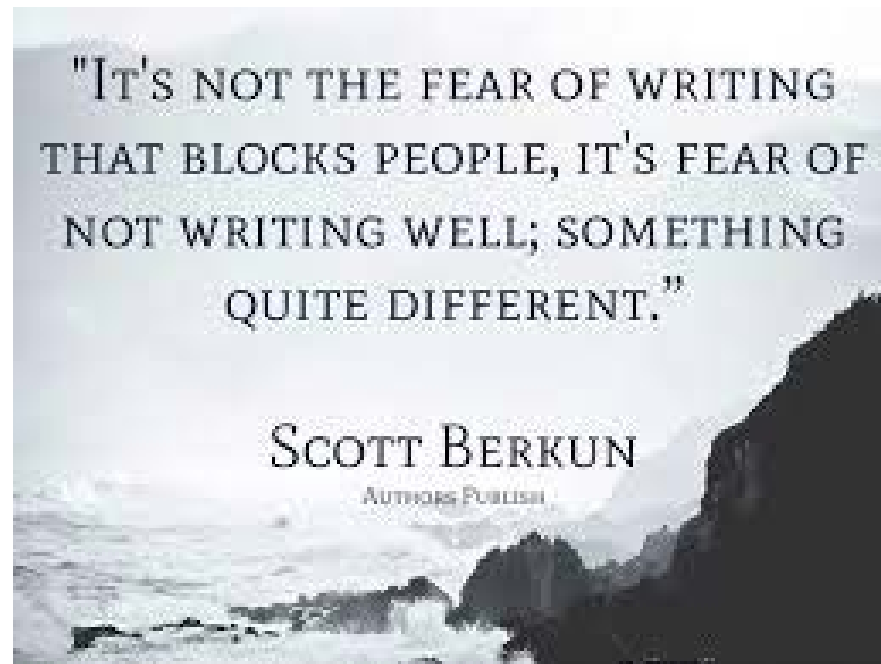


1. Introduction

Competency-based learning goals (cognitive)

- Understand and apply principles of academic writing
- Evaluate the quality and flow of an academic text
- Analyze and evaluate opportunities to conduct empirical research using sports data
- Understand the publication process from different perspectives
- Create a short research essay on a topic in sport economics or management

2. Writing sentences



Write active sentences

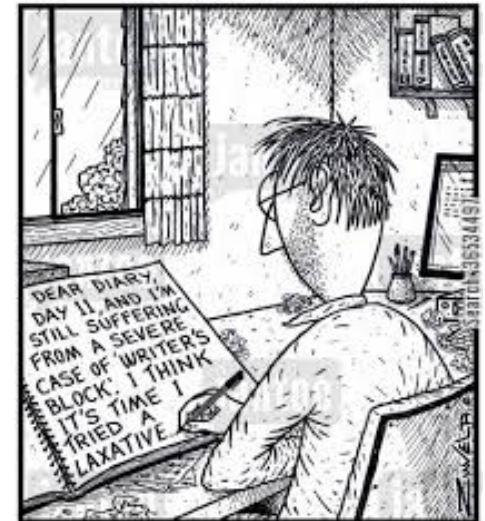
Passive voice

→ The relationship between income and sport participation was examined in this study.

Active voice

→ This study examined the relationship between income and sport participation.

- More direct and shorter, and preferred by many journals
- Do not write like you talk to your diary
(even though this is active voice)
- I/We examined the relationship between income
and sport participation.





Write active sentences

Exercise: Rewrite these sentences into active sentences.

The expanded models are presented in Table 5.

The effect of income on sport participation was examined by using standard regression techniques.

Write simple sentences

- Simple sentences are the best way to express complex thoughts
- Some languages have a tendency to produce sentences of obscene length (e.g., German)
- Only one idea per sentence
- Write sentences as direct/straightforward statements



Write simple sentences

Example:

If these methodological requirements are not met, contingent valuation studies suffer from hypothetical bias, implying that hypothetical willingness-to-pay differs from actual willingness-to-pay, i.e., when respondents would have to make an actual purchase.

BETTER:

If these methodological requirements are not met, contingent valuation studies suffer from hypothetical bias. This means that hypothetical willingness-to-pay differs from willingness-to-pay during an actual purchase.



Write simple sentences

Exercise: Rewrite this sentence into two simple sentences.

Finally, the correlation has been clearly shown, even though not all parameters have been investigated yet and further investigations have to be done.

Write positive sentences

- Negative sentences include words like no, not, none, nor, nothing, never etc.
- Positive sentences lack these words
- They are easier to understand and more simple to construct

Examples:

None of the alternative explanations seemed likely.

BETTER: All alternative explanations seemed implausible.

No less than 13 variables were included in the first set of models.

BETTER: The first set of models included at least 13 variables.



Write positive sentences

Exercise: Rewrite these sentences into positive sentences.

- 1) The variation was never more than 1%.
- 2) There is not a piece of evidence supporting this hypothesis.
- 3) The experiment did not work.



Write positive and active sentences

Exercise: Rewrite these sentences into positive and active sentences.

- 1) The discrepancy between the two data sets was not noticed by anybody.
- 2) No changes were observed in any of the variables tested.

Omit needless words

- High-class scientific writing does not require numerous complicated words
- Remove superfluous words
- Typical unnecessary words: very, extraordinary, highly, clearly
- Avoid lengthy introductions into sentences; get directly to the point

Example

Looking at the results in Table 2, it was found out that ...

BETTER: The results in Table 2 show that ...



Omit needless words

Exercise: Shorten the following sentences by removing unnecessary words.

The fact that many young scientists need a significant amount of practice to improve their written communication skills is a case in point.

It can be seen from the diagram in Figure 1 that those students who regularly handed in written work performed at a higher level than those who did not.

2. Linking sentences





Argumentation

- Writing in paragraphs
- A paragraph is a collection of sentences on the same theme or topic
- Therefore, one-sentence-paragraphs are highly unusual
- Using paragraphs to collect ideas is the foundation of all writing
- Otherwise, your thoughts will be incoherent and you will be unable to communicate them to other scientists



Argumentation

Suggestions for writing a paragraph

- Announce at the beginning of the paragraph what the paragraph is about
- Do not only elaborate on the WHAT, also explain the HOW and WHY (particularly relevant in the method)
- Make a general statement and provide detailed explanations afterwards
- And/or provide supporting examples and contradictory findings



Flow

- Why do some texts have flow and some do not? And how can I actively create flow?
- The space between a full stop and the next capital letter is a dangerous space
- The reader must be carefully carried from one piece of information to the next
- Flow can be established by systematically connecting sentences
- This can be done by **overlap**, i.e., beginning the next sentence with something from the previous sentence

Flow: How to create overlap

1) **Theme-Rheme**: Repeating something from the previous sentence

The government promoted the 2012 Olympic and Paralympic Games on the basis of *inspiring a nation* to participate in sport. This promotion ignored the fact that such claims have not been substantiated by existing research (Weed et al., 2015).

→ Rheme becomes the new Theme

2) Using a pronoun (it; they) or pro-form (this method; these findings) to glue the sentences together

Human capital theory has been applied to explain income differentials in previous research. This theory assumes that ...

Flow: How to create overlap

3) Not finishing the sentence at all and joining it to the next sentence with a semicolon or a relative clause (which; who)

The likelihood of return visit decreases as travel costs increase, indicating that willingness-to-pay estimates are internally valid.

4) Using a signalling sentence connector (therefore; however)

The estimation of the value of travel time has been controversially discussed in the travel cost method literature. Therefore, the treatment of opportunity cost of time affects the resulting willingness-to-pay estimates.

Flow

Example:

The current policy environment connected with sport and physical activity is dominated by two narratives. The most persistent of these is that obesity is a global concern for public health (World Health Organization [WHO], 2000). Research shows that obesity is associated with various health problems including, for example, an increased risk of heart failure (Kenchiaia et al., 2002), liver cancer (Larsson & Wolk, 2007), replacement of joints (Liu et al., 2007), and other chronic diseases such as hypertension and diabetes (WHO, 2000). One way to reduce obesity is to participate in sport and physical activity which can be considered an investment in health production (Downward, Dawson, & Mills, 2015; Mullahy & Robert, 2010). In addition to reducing obesity, participation in sport and physical activity has further health benefits including a reduced incidence of high blood pressure, heart disease, asthma, and arthritis (e.g., Blair, 2009; Humphreys, McLeod, & Ruseski, 2014; Warburton et al., 2006).



Exercise: Put the sentences in order that the paragraph ‘flows’

- a. For example, in the UK, the US, and Germany, the policy focus is on promoting sport and physical activity because of its positive health and social outcomes (e.g., HM Government, 2015).
- b. All this sport-related travel produces carbon dioxide and other greenhouse gas emissions which have negative effects on the environment (IPCC, 2007).
- c. Travel is a core ingredient of participating in many types of sports.
- d. However, negative environmental outcomes of sport participation have been largely neglected in the public debate and in policy discussions in many countries.
- e. Moreover, traveling to the destinations of day trips and sport vacations occurs in more recreational sports (Wicker, 2017).
- f. For example, active sport participation in various competitive sports can also include traveling to the sport facility every week where regular training sessions are held (Pawlowski et al., 2009) as well as traveling to competitions and training camps (Wicker et al., 2010).

3. Writing chapters





Abstract

- When the abstract is appealing and informative, readers are more likely to access/read the full paper
- Suggested aspects to include:

Mandatory

Purpose/research question

Method (sample and analysis)

Main findings

Additional (if space left)

Research gap/contribution

Theoretical underpinning

Implications

Abstract

Abstract

The purpose of the present research is to explore the role sanctions play in external job promotions of National Collegiate Athletic Association (NCAA) Division I-FBS head college football coaches. Specifically, we examined head football coach movement from the 1973-1974 season through the 2012-2013 season, which produced 3,913 coach-season observations. Within college athletics, sanctions come from the actions that are recognized and penalized by the NCAA. Overall, we found 144 incident files related to sanctions. Estimating a logistic regression model, we found|sanctions do not impact the likelihood of external job promotion. However, other factors such as on-field performance, university characteristics, and the availability of other coaching positions do influence external job promotion of current head coaches.

Introduction

- Set the scene for the study and try to elaborate on aspects like the following:
 - Why is this topic relevant?
 - Who should be interested in the results of this study? (policy makers, sport managers, sport marketers, event/league organizers etc.)
- Frame the paper and get back to these points in the discussion/conclusion
 - What is the general purpose/objective of the study?
 - What are the concrete research questions?
- Try to avoid talking too much about theory and existing literature (save for later)

Literature review

- Should be systematic: announce the structure of your review so that the reader does not get lost in studies and findings
 - Report findings by topic, not by study (avoid listing of studies)
 - How does existing research inform your study? Try to relate it to your study
 - Make a synthesis and ,make a point‘
- Identify gaps in existing literature (would be good when your study addresses them)
- What knowledge is missing? (not having studied something yet does not necessarily imply lack of knowledge)



Literature review

**Exercise: You want to report what previous research has examined and found.
What other words could you use?**

Previous research

Examine



Theoretical part

- Only use the theory that is relevant to your topic and apply it to your study
- Must be written down, application of theory and relationships are NOT obvious
- Hypotheses should be based on theory and need a direction of effect (positive/negative)
- Same rules apply to writing hypotheses (simple, active, short)
- Rule of thumb: Not longer than two lines

Theoretical part

Exercise: Shorten the hypothesis.

H4: Compared to players who stay put, upward moves from smaller to bigger clubs are related to upward shifts in player market values while downward moves from bigger to smaller teams are related to downward shifts in player market values.

BETTER:

?



Theoretical part

Exercise: Rewrite the hypothesis.

H2: A positive relationship exists between a player's previous team's winning percentage and his free agent contract premium.

BETTER:

?

Method

- Structure is important
- Different sub-chapters for sample description, measures and variables (questionnaire), and empirical analysis
- Do not try to say everything within one sentence

(Poor) example:

Primary data were collected using online surveys of active sport participants in 25 different sports and the weighted samples were analyzed using regression analyses with sport participation as the dependent variable.

Example: Overuse of the word ‘collected’

3.1. *Data*

Team data was collected from 2012 through the 2015. Team revenue was collected from Forbes (2016), population was collected from the US Census Bureau (2016), and income data was collected from the US Bureau of Economic Analysis (2016). Population data for Toronto was collected from Statistics Canada (2016). Toronto’s per capital income data was unavailable. All baseball team-related data was collected from Baseball-Reference (www.baseball-reference.com) (Sports Reference, 2016).

Exercise: What other words could be used for describing the sampling procedure?

Results

- Reporting results in a diversified manner can be challenging

Example

Table 5 displays the results of the regression analyses for sport participation. The results show that income has a significant positive effect on sport participation.

Exercise: What other expressions could you use to report regression results?

Results

Example: Overuse of ,associated‘

461 **3.1. The association between exposure to NOE and indicators of mental health**
462 Residential availability of NOE was not associated with any of the mental health
463 indicators, but contact with NOE was (Figure 1). The estimates consistently showed that
464 more contact with NOE was associated with better mental health. However, only
465 contact with surrounding greenness (rather than specific green/blue spaces) was
466 statistically significantly associated to better mental health across all the indicators
467 (Figure 1). That is, the incidence rate ratio of week sleep quality was above 1.00, and
468 coefficients of the other mental health indicators were positive.

NOE = natural outdoor environment



Discussion and Conclusion

- Avoid reiterating results
- Discuss your findings in light of existing studies (what is similar/different and why?)
- Get back to the points in the introduction (relevance) and provide some management/policy implications for those who should be interested in the results
- Specify your unique contribution (how does your study add to the body of research?)
- Talk about the limitations of your study and suggest some avenues for future research

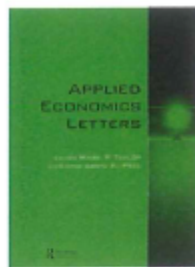


Discussion and Conclusion

Exercise: what other terms/expressions could you use to suggest avenues for future research?

Writing task

Write an **abstract (max. 150 words)** for the paper by Frick & Wicker (2016 in AEL)



Applied Economics Letters

 Routledge
Taylor & Francis Group

ISSN: 1350-4851 (Print) 1466-4291 (Online) Journal homepage: <http://www.tandfonline.com/loi/raef20>

The trickle-down effect: how elite sporting success
affects amateur participation in German football

B. Frick & P. Wicker

Wrap-up

- Scientific writing is a complex topic
- Some tools are available, some take-home messages (flow, synonyms)
- Continue to practice writing and reflect on your writing

