

Common Mistakes to Avoid When Writing:



Instead of saying:	...reword it like this:
The research found that	Cohen (2020) found that...
The research showed positive....	The research results indicated positive....
The study was done in a high school....	The study was conducted in a high school...
The study proved that	As a result of the study, Cohen (2020) suggests
An article written by Albert Bandura details his beliefs....	Bandura (2020) maintains the stance that....
The researcher stated....	Bandura (2020) suggests
The author stated...	Bandura (2020) stated , "this has to be a direct quote because you used the word stated" (p. 3).
Is taking the ACT math test once or multiple times better?	Is taking the ACT math exam multiple times more beneficial than taking it only once? OR Does student performance increase after multiple attempts on the Math ACT?
Some students are missing out on scholarships due to their low math scores.	Due to these low scores, some students are forfeiting their ability to qualify for scholarships.

Instead of saying:	...reword it like this:
Many strategies are out there to improve test scores, but it is argued what is the best strategy.	Many strategies exist to help improve test scores, but it remains to be seen as to which is the best and most effective.

✓ **Do not overuse direct quotes!**

- A direct quote should be used VERY seldom in a paper. MOST of your research should be paraphrased and cited. Only in cases where the author has said something SO “catchy” or “defined” something in a specific way should you use a direct quote.
- When you DO use a direct quote, you must include the page # or paragraph # in which it was located in the cited resource.

✓ **Each paragraph in a review of literature should always have at least one citation.**

- Even when you are speaking about a study or author in the previous paragraph, you still must cite it in the new paragraph to avoid confusion by the reader.



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EDITORIAL: A TYPOLOGY OF VERBS FOR SCHOLARLY WRITING

Table 1

Typology of Verbs Representing Statement for Scholarly Writing

<i>Explicit Verbs</i>	<i>Implicit Verbs</i>	<i>Inclusive</i>
remarked	speculated	comprised
noted	assumed	consisted of
commented	explained	contained
mentioned	argued	included
documented	associated	characterized
affirmed	reinforced	categorized
pronounced	suggested	labeled
asserted	interpreted	involved
declared	implied	
reported	considered	
discussed		
addressed		
summed		
acquiesced		
conceded		
suspected		
predicted		
stated		
defined		
indicated		
ascertained		
bracketed		
outlined		
advised		
cautioned		
admonished		
delineated		
operationalized		
addressed		
excoriated		
specified		
described		

Note. The list of verbs in this table is by no means exhaustive.

Table 2

Typology of Verbs Representing Cognition for Scholarly Writing

<i>Comparison Verbs</i>	<i>Verification Verbs</i>	<i>Interpretation Verbs</i>	<i>Cognitive Process Verbs</i>	<i>Reference Verbs</i>	<i>Perception Verbs</i>	<i>Proposition Verbs</i>
distinguished	established	inferred	believed	consulted	engendered	posed
compared	corroborated	learned	thought	attested	perceived	instituted
contrasted	verified	concluded	identified	decided	felt	established
differentiated	confirmed	ascertained	recognized	summarized	alluded	maintained
discriminated	established	investigated	discerned	synthesized		formalized
triangulated	attested	realized	scrutinized	expected		established
represented	designated	distinguished	realized	represented		hypothesized
agreed	required	interpreted	noticed	necessitate		reviewed
acquiesced	endorsed	determined	reasoned			surmised
varied	validated	deduced	enlightened			speculated
attenuated	supported	surmised	opined			conjectured
reduced	substantiated	realized				posited
	acknowledged	represented				put forward
		factored				associated
		grouped				nominated
		clustered				postulated
		subdivided				construed
		contended				proposed
		unraveled				provided
		estimated				initiated
						guided
						theorized
						gleaned
						derived
						debunked
						framed
						demanded
						highlighted

Note. The list of verbs in this table is by no means exhaustive.

EDITORIAL: A TYPOLOGY OF VERBS FOR SCHOLARLY WRITING

Table 3

Typology of Verbs Representing Knowledge or Action for Scholarly Writing

<i>Evidence-Based/Data Driven Verbs</i>	<i>Procedural Verbs</i>	<i>Visual Verbs</i>	<i>Direct Object Verbs</i>	<i>Creation Verbs</i>
found	adapted	exhibited	gathered	crafted
embarked	analyzed	displayed	collected	originated
encountered	examined	graphed	composed	generated
noted	performed	illustrated	sampled	synthesized
revealed	conducted	presented	randomized	engendered
detected	undertook	mapped	chose	stimulated
tested	consulted	depicted	selected	instituted
discovered	scrutinized	represented	elected	constituted
traced	consented	elucidated	developed	theorized
observed	originated		contrived	established
documented	composed		modeled	developed
experienced	produced		provided	maintained
uncovered	conceptualized		procured	devised
extracted	consulted		preferred	invented
demonstrated	reviewed		adopted	devised
showed	evaluated		provided	expanded
emerged	contrived		sampled	
surfaced	investigated		randomized	
appeared	obtained		extended	
	connected		used	
	applied		utilized	
	built		employed	
	sought		expanded	
	examined			

Note. The list of verbs in this table is by no means exhaustive.

				
	Weakest Level	Intermediate Level		Strongest Level
Representing Statement	<i>Explicit Verbs</i>	indicated mentioned	stated	declared pronounced
	<i>Implicit Verbs</i>	speculated		assumed
	<i>Inclusive Verbs</i>	included	characterized	contained comprised
Representing Cognition	<i>Comparison Verbs</i>	compared contrasted		discriminated
	<i>Verification Verbs</i>	triangulated		confirmed verified
	<i>Interpretation Verbs</i>	inferred	realized	concluded
	<i>Cognitive Process Verbs</i>	thought	believed	noticed
	<i>Reference Verbs</i>	consulted	summarized	expected
	<i>Perception Verbs</i>	(no obvious hierarchy)		
	<i>Proposition Verbs</i>	speculated	hypothesized	established
Representing Knowledge	<i>Evidence-Based/Data Driven Verbs</i>	noted	observed found	documented experienced
	<i>Procedural Verbs</i>	reviewed	consulted	scrutinized
	<i>Visual Verbs</i>	(no obvious hierarchy)		
	<i>Direct Object Verbs (Stages in Research Process)</i>	sampled		provided
	<i>Creation Verbs</i>	crafted originated		developed

Figure 1. Strength of the verb and variation of meaning.