

Page 1:

Create an Outline

Why should you create an outline?

- Arranges your ideas in a logical order
- Organizes your information
- Reduces the time required for revisions
- Makes the writing process feel more manageable

How do you create an outline?

- Think about your topic and argument
- List the general categories that you want to cover in your paper
- Under each category, list data and information that relates to the category
- Review your outline and make revisions

What should you consider when revising your outline?

- Do all of the categories relate to your main argument?
- Does all of the information relate to the category that it is written under?
- Is your content presented logically?
- Are there redundancies?
- Is anything missing?

EXAMPLE:

Argument: The country of Mongolia should establish evidenced-based guidelines for managing NCDs at the primary care level.

1) NCDs are a major cause of mortality in Mongolia.

- WHO estimated that NCDs are causing 79% of deaths in Mongolia
- Cardiovascular disease alone accounted for 43% of the total deaths
- There is a 32% probability of dying between the ages 30 and 70 from one of the 4 main NCDs

2) Mongolia has an active approach to NCDs but does not have an evidenced-based policy for managing NCDs at the primary care level.

- Mongolia has a NCD branch within the MoH
- The country has policies related to lifestyle factors such as alcohol, physical activity, tobacco and diet
- Mongolia does not have an evidenced-based policy for managing NCDs through a primary care approach

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Construct Your Paragraphs

Why should you carefully construct your paragraphs?

- Presents your information in an organized manner
- Enables you to clearly convey your message
- Helps your readers understand, and enjoy, reading your work

How do you create a paragraph?

- Write a clear topic sentence
 - This is often the first sentence in a paper
- Include one main idea per paragraph
 - All information in the paragraph should relate to this main idea
- Support your main idea with content
 - Descriptions – Definitions – Examples – Data – Cause and effect – Compare and contrast – Explain a process
- End with a concluding sentence or a sentence that transitions to the next paragraph
- Aim for each paragraph to include about 3 to 5 sentences

What should you consider when reviewing each paragraph?

- Is it unified?
 - All sentences should relate to one idea
- Is it coherent?
 - The sentence should be logically organized
 - Transition words can be used to link ideas (e.g. “For example,”)
 - Pronouns can be used to refer to nouns in previous sentences (e.g. “Julie has a dog. Her dog is brown.”)
- Is it related to your main argument or thesis?
 - All content in your paper should relate to the main thesis of your paper
- Is it developed adequately?
 - Every idea should be explained. Evidence and data should be used to support your statements

EXAMPLE:

Noncommunicable diseases (NCDs) are a major cause of mortality in Mongolia. WHO estimates that NCDs cause 79% of deaths and that cardiovascular disease alone accounts for 43% of all deaths (WHO, 2014). NCDs are also causing people to die earlier than expected. Currently there is a 32% probability that a Mongolian person will die between the ages of 30 and 70 from cancer, diabetes, cardiovascular disease or chronic respiratory disease (WHO, 2014). NCD management at the primary care level is one way to reduce premature deaths.

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Use Proper Grammar

Why is grammar important?

- Provides structure and meaning to language
- Makes sentences meaningful
- Allows individuals to communicate and understand each other

Where can you go for additional instruction about English grammar?

- The Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>
- The University of North Carolina Writing Center: <http://writingcenter.unc.edu/>
- Grammar Girl: <http://www.quickanddirtytips.com/grammar-girl>

Practice:

Please select one option from each of the following examples.

Example 1:

A) She is on the bus.

B) She is in the bus.

Example 2:

A) It happened by accident.

B) It happened on accident.

Example 3:

A) He is at the restaurant.

B) He is in the restaurant.

What tool can you use to compare English phrases, such as prepositions?

- Google Ngram Viewer: <https://books.google.com/ngrams>

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Strengthen Your Writing Style

Why should you strengthen your writing style?

- Ensures that your audience will understand your writing
- Conveys your message in the clearest way possible
- Makes your work enjoyable to read

What should you consider when strengthening your writing style?

- Include a variety of sentences
 - Write some short sentences and some long sentences
- Begin sentences in different ways
 - Use a variety of words to open your sentences
- Avoid “wordiness”
 - Do not overuse prepositional phrases
 - Avoid using words that mean the same thing
 - Limit your use of qualifiers (very, often, hopefully, practically, basically, really, mostly)
- Use appropriate tone and vocabulary for your audience
- Do not overuse the passive voice

Practice:

Please select the best option from each of the following examples.

Example 1:

- A) Park et al. investigated the relationship.
- B) The relationship was investigated by Park et al.

Example 2:

- A) A new way to lower cholesterol was identified by the scientists.
- B) The scientists identified a new way to lower cholesterol.

Example 3:

- A) WHO concluded that 48% of men in Mongolia are tobacco smokers.
- B) It was concluded by WHO that 48% of men in Mongolia are tobacco smokers.

What tool can you use to assess elements of writing style, such as overuse of the passive voice?

- Microsoft Word Grammar and Style Checker

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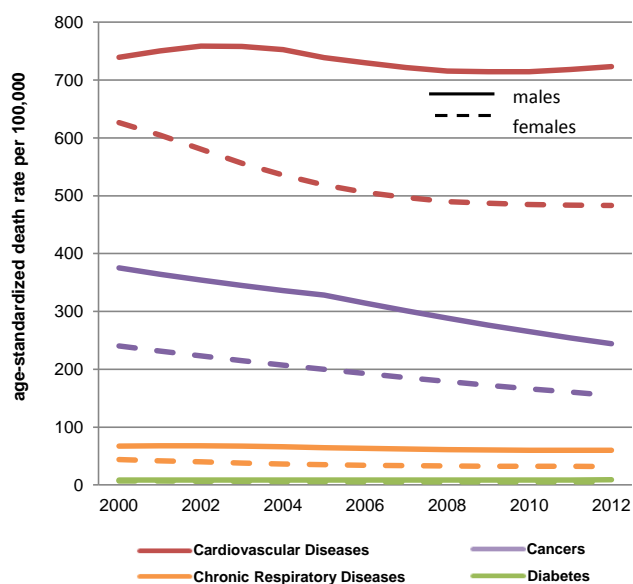
<http://grammar.yourdictionary.com/style-and-usage/change-passive-voice-to-active-voice.html>

Mongolia

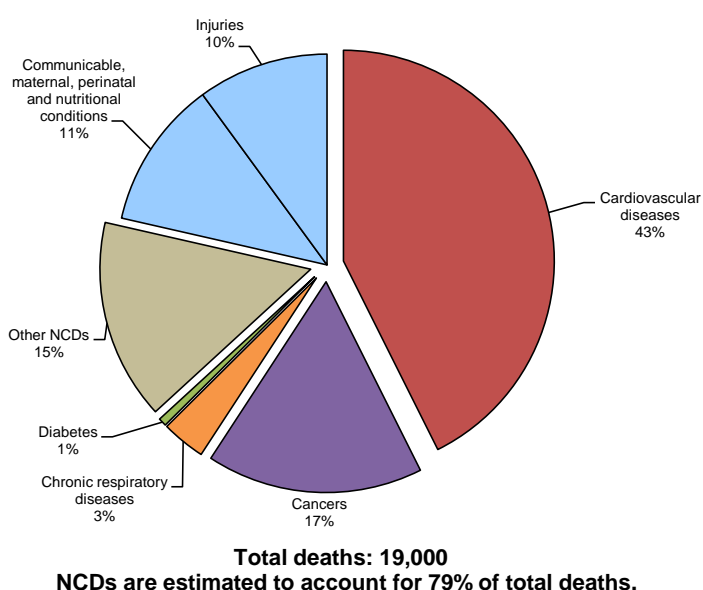
Total population: 2 796 000
Income Group: Lower middle

Percentage of population living in urban areas: 68.5%
Population proportion between ages 30 and 70 years: 40.5%

Age-standardized death rates*

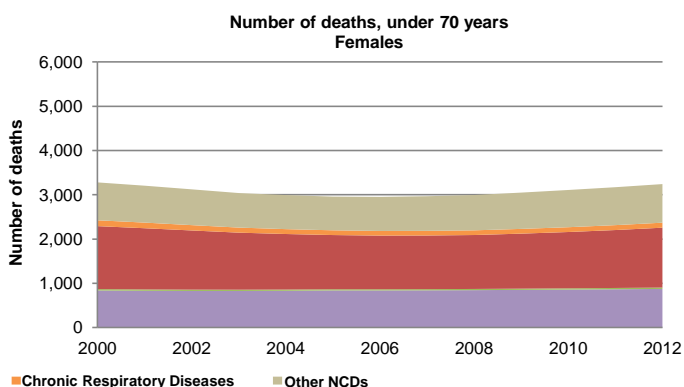
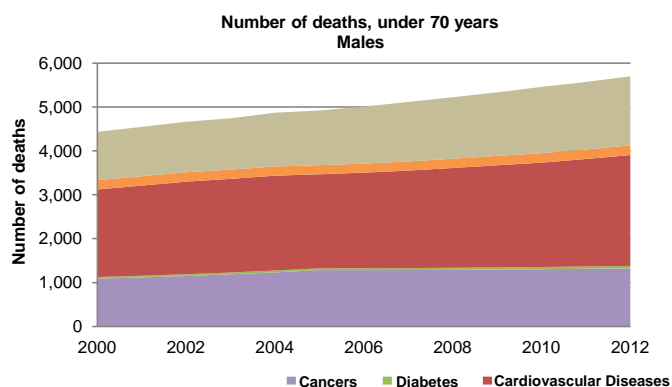


Proportional mortality (% of total deaths, all ages, both sexes)*



Premature mortality due to NCDs*

The probability of dying between ages 30 and 70 years from the 4 main NCDs is 32%.



Adult risk factors

	males	females	total
Current tobacco smoking (2011)	48%	6%	27%
Total alcohol per capita consumption, in litres of pure alcohol (2010)	11.7	2.2	6.9
Raised blood pressure (2008)	38.1%	27.5%	32.7%
Obesity (2008)	10.4%	18.3%	14.4%

National systems response to NCDs

Has an operational NCD unit/branch or department within the Ministry of Health, or equivalent	Yes
Has an operational multisectoral national policy, strategy or action plan that integrates several NCDs and shared risk factors	No
Has an operational policy, strategy or action plan to reduce the harmful use of alcohol	Yes
Has an operational policy, strategy or action plan to reduce physical inactivity and/or promote physical activity	Yes
Has an operational policy, strategy or action plan to reduce the burden of tobacco use	Yes
Has an operational policy, strategy or action plan to reduce unhealthy diet and/or promote healthy diets	Yes
Has evidence-based national guidelines/protocols/standards for the management of major NCDs through a primary care approach	No
Has an NCD surveillance and monitoring system in place to enable reporting against the nine global NCD targets	Yes
Has a national, population-based cancer registry	No

* The mortality estimates for this country have a high degree of uncertainty because they are not based on any national NCD mortality data (see Explanatory Notes).