



UWS UNIVERSITY OF THE
WEST *of* SCOTLAND

Centre for Academic and Professional Development

Academic Writing

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Effective Learning Tutor

- Academic writing
- Referencing and Plagiarism

Centre for Academic and Professional Development

Session will:

Introduce different types of text encouraging students to identify their general and specific features - purpose and function, audience, structure, language and use of information and evidence – to enable students to recognise the features of good academic writing, and apply them to their own writing

Introduction and open discussion – introduce session – what we will cover

Me – academic writing – activity and discussion

Kirsty – Referencing and Plagiarism – Information, activity and discussion

Open questions and discussion – how much/what kind of academic writing have you done? How do you feel about writing at University? What questions do you have about it? What worries you?

Links with future academic practice and employability – development of writing skill is important.

- **Purpose** – to inform others, and consolidate your own learning
- **Audience** – your fellow first year student
- **Structure** – ideas and evidence must be presented in a logical order

Expectations of 1st year writing – simply to show that you have grasped an understanding of the core concepts covered – and can communicate this effectively

- **Language** – clear, simple, direct and objective
- **Information and evidence** – must be accurate and referenced

Activity

- Which texts use a style appropriate for academic writing?
- Which examples would you use as evidence/references in your own writing? Why?
- Think about:
 - Source
 - Purpose
 - Audience
 - Structure
 - Language
 - Information and evidence

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Give around 25 minutes to read text examples and identify main features (see powerpoint)

Feedback from groups – encouraging students to focus on feedback on key points

Academic writing - **Pre writing;** writing as learning: to identify and refine ideas/collect information/review existing knowledge/organise thoughts/ explore question/reflect on experience/ - map ideas and review and organise them – what is relevant – what needs investigation and development. (pre writing) ;

Drafting and editing; Develop understanding; define focus and relevance of material; organising material into structure (drafting and editing).
These processes often overlap with each other - not a linear process.

Students were given unmarked copies of these extracts to discuss in groups. The annotations reflect the class discussions, and the annotated versions were later uploaded to their VLE module.

Cells and molecules writing style exercise

Text 1

3.2 Cryotherapy and hydrotherapy

The RICE principle (*i.e. rest, ice, compression and elevation*) has been shown to be very practical and is often used to reduce pain and bleeding. In experimental research, ice has been shown to reduce inflammation and the size of the hematoma after injury, and thus reduce permanent scar tissue (Jarvinen et al., 2007; Swenson, Swan & Karlsson, 1996). Compression has been shown to reduce intramuscular blood flow to the injured site. However, it is debatable whether compression should be applied in the first 24 h. It has been recommended that ice and compression should be alternated as this combination has been shown to reduce intramuscular temperature (3-7 °) and blood flow (50%) (Thorsson, Lilja, Dahlgren, Hemdal & Westlin, 1985). However, no evidence of an optimal mode or duration of RICE exists, (Bleakley, McDonough, & MacAuley, 2004) and it has been suggested that more hamstring specific trials are needed (Hoskins & Pollard, 2005a).

Water immersion has gained popularity for its effects on increasing intracellular intravascular fluid shifts, reduction of muscle oedema, and increased cardiac output without energy expenditure which is thought to increase blood flow and transportation of nutrient and waste production throughout the body (Wilcock, Cronin & Hing, 2006). Unfortunately, the effects of immersion are only being studied on the physiology of recovery after exercise and no studies are investigating the effects of muscle injury and repair. As the body is submerged in water, a compressive force is applied to the body called hydrostatic pressure. This pressure causes the fluids in the body to become displaced from extremities to the central cavity of the body (Lollgen, von Nieding, Koppenhagen, Kersting, & Just, 1981). The amount of pressure that acts on the body is depended on the depth of submersion, not on the total amount of water. At hip level submersion, the fluids are displaced from the lower extremities (*i.e. higher pressure area*) to the thoracic region (*i.e. lower pressure area*) (Lollgen et al., 1981; Wilcock et al., 2006). The potential benefits of water immersion on muscle strain injuries include: preventing inflammation and oedema, transporting blood from interstitial and intramuscular space to intravascular space, reducing the permanent scar tissue, and aid in the transportation of waste products away from the injured site (Wilcock et al., 2006).

Comment [A1]: Explanation of Acronym.

Comment [A2]: Clear introduction of topic covered in this section – and why it is important. Also – general knowledge so no reference required here.

Comment [A3]: More specific information on one aspect of the topic – with reference to evidence.

Comment [A4]: Introduction of the second aspect covered in this section – again with justification of why it is important – an explanation of its significance to the overall topic of the journal.

Comment [A5]: However – qualifies the point that went before – indicates disagreement with/limitations of previous point made

Comment [A6]: More evidence as to importance of topic – back up with reference to particular studies where the specific information was gained.

Comment [A7]: Details of the limitations of the current studies – note use of 'however' to indicate that information that follows is in opposition to what went before. ...from evidence – to NO evidence.

Comment [A8]: Clear indication of paragraph topic – change from previous paragraph.

Comment [A9]: Clear explanation of importance of topic of paragraph – explanation of key points related to water immersion

Comment [A10]: Indication of author's position – and identification of gap in research.

Comment [A11]: Use of information in brackets ...

Text 2

IN BIRDS AND MAMMALS BLOOD IS PUMPED THROUGH A PULMONARY AND A SYSTEMIC SYSTEM

One of the main jobs of the circulation is to bring oxygen to all of the cells of the body. In humans, as in other mammals and in birds, blood is charged with oxygen in the lungs. Then it is returned to the heart to be pumped out into the arteries that deliver it to the other tissues and organs of the body. There is a double circuit of blood vessels – (1) the pulmonary circulation, which connects the heart and lungs, and (2) the systemic circulation, which connects the heart with all of the tissues of the body. This general pattern of circulation may be traced in Figure 42-18.

The Pulmonary Circulation Oxygenates the Blood

Blood from the tissues returns to the right atrium of the heart partly depleted of its oxygen supply. This oxygen-poor blood, loaded with carbon dioxide, is pumped by the right ventricle into the pulmonary circulation. As it emerges from the heart, the large pulmonary trunk branches to form the two pulmonary arteries, one going to each lung. These are the only arteries in the body that carry oxygen-poor blood. In the lungs the pulmonary arteries branch into smaller and smaller vessels, which finally give rise to extensive networks of pulmonary capillaries that bring blood to all of the air sacs in the lung. As blood circulates through the pulmonary capillaries, carbon dioxide diffuses out of the blood and into the air sacs. Oxygen from the air sacs diffuses into the blood so that, by the time blood enters the pulmonary veins leading back to the left atrium of the heart, it is charged with oxygen. Pulmonary veins are the only veins in the body that carry blood rich in oxygen.

In Summary, blood flows through the pulmonary circulation in the following sequence:

Right atrium → right ventricle → pulmonary artery → pulmonary capillaries (in lung) → pulmonary vein → left atrium

Comment [A12]: Clear heading defines topic area – and gives information on it – so reader knows exactly what this section deals with – allows them to locate the information they need and identify if the section is relevant to what they want to learn. Signposts.

Comment [A13]: Definition of broad topic area.

Comment [A14]: Then further definition of the more specific aspects of the topic that this section will deal with.

Comment [A15]: More detailed definition of the key points referred to in the heading, that will be dealt with in this section – defines two key aspects – numbers them and gives key information which defines what they are about.

Comment [A16]: Clear reference to illustration – which can be found and referred to by its 'Figure number'. This figure could be used by the reader to aid their understanding of the written content.

Comment [A17]: Sub heading – clearly indicates what part of the topic focus this section will deal with (the first key aspect defined in the paragraph above) – indicates to the reader what is coming next – guides them through the text.

Comment [A18]: This section provides a logical explanation of the key aspects of the process – giving a full explanation of each stage in the process, and highlighting key aspects that are noteworthy – 'these are the only arteries in the body that carry oxygen-poor blood' etc.

Comment [A19]: A summary of the process described and explained is provided – key points – easy to remember.

Text 3

Institutes link up for dairy cattle research work

Comment [A20]: Headline – only essential words used – not a full sentence.

SCOTLAND yesterday consolidated its position as the world leader in dairy cattle genetics with the launch of a new Edinburgh-based scientific consortium by Deputy Rural Affairs Minister John Home Robertson.

costs and some of the negative consequences of the production focus.”

Comment [A21]: Lead work in bold capitals – to highlight start of story.

He said that the new link between the Scottish Agricultural College, the Roslin Institute and Edinburgh University was an important milestone.

“The emphasis on welfare and in reducing production costs is becoming even more important because of the steep drop in dairy profitability. Reducing costs of production even further will be essential.” Mr Home Robertson underlined the Executive’s commitment to agricultural research.

Comment [A22]: Short paragraphs throughout – only giving essential information – no detail.

The Edinburgh consortium will have 12 of the world’s leading experts in dairy breeding and genetics as well as another 40 support staff working in three institutes.

He said the consortium will be well placed to consider research issues that are needed to help align today’s dairy cattle breeding with tomorrow’s consumer demands for affordability as well as product quality, animal welfare and environmental and safety concerns.

Comment [A23]: Why? No explanation of context – just making the point.

Professor Geoff Simm, the head of the SAC’s animal breeding and genetics department, said Edinburgh had for the last 80 years been the leading world centre for dairy cattle research.

Comment [A25]: Again – no detailed explanation or back up of why this is the case – just stating that it is. Evidence used is quotes/opinions.

The three institutions have in the past informally worked together, but the new consortium will bring closer formal ties.

Comment [A24]: Again – no explanation of what the new links are/how the consortium will work/what’s different from what’s gone before etc. WHY will it be better? In what way?

The consortium will bid for new research work from the Mil Development Council, the Scottish Executive and the Ministry of Agriculture, Fisheries and Food.

Prof Simm said a greater proportion of research work will be focused on cutting production costs and helping producers overcome the problems of mastitis and poor fertility in dairy cows.

Prof Simm said: “A lot of the work in the future will be getting a better handle on

Text 4

The elevator door opened and Tom stepped out into the corridor that led to a secure chrome and glass door with the legend *Mendel Laboratory Suite. Authorized Entry only* etched onto it. Putting his hand into the DNA sensor, he waited for the door to recognise him.

'I reckon a gene therapy cure's about five years away. I'll make damn sure it's no longer.' he said. 'So if Holly does have a susceptibility and it surfaces in her thirties, like her mother and grandmother, then she should be OK'.

The door hissed open and they both stepped through. Lights flickered on automatically and the sensors detected their presence. The tungsten bulbs gave the impression of natural daylight as they walked past the large cryopreserve bank where live tumour samples were stored at temperatures of -180° Celsius. The empty laboratory looked eerie with nobody sitting at any of the workbenches; a pristine sea of white, chrome and glass. The only sound came from some of the instruments in the centre of the workbenches and the low hum of the air-conditioning system. Tom strained his ears for the growling sound of DAN, but of course he knew it would be silent by now, its task complete. He could see the doorway to the facility at the far right of the main lab and felt his stomach contract. He had run the test countless times before, but never on someone close to him with a suspected lethal defect.

'But what happens if the prediction's earlier Tom? Before the five years?'

He couldn't answer that. Tom pulled open the door to the Genescope facility, revealing the six towering black swans that seemed to look down on him in malevolent pity. 'Come on!' he said. Let's see what DAN has to tell us.'

Comment [226]: Narrative style. Over descriptive for academic writing

Comment [227]: Makes it obvious this is fiction as doors cannot recognise people in real life (that I know of)

Comment [228]: This rarely appears in academic work (it might appear in primary research based tasks from time to time), and reinforces that the info in the inverted commas is a character speaking rather than a direct quotation.

Comment [229]: Informal shortcut for okay

Comment [230]: Onomatopoeia use to describe the action

Comment [231]: Again, lots of descriptive language used to build tension and set the scene

Comment [232]: Isolated dialogue used for impact

Cells & Molecules

Essay advice:
Referencing and Plagiarism

<http://www.uws.ac.uk/library/>

Why do we use references?

- Science is about building on existing knowledge.
 - if you use **facts**, **quotes** or **ideas** from somewhere else, you need to say where they came from.
 - shows that you have read around the subject, and that you understand what you are reading.
 - use references to avoid plagiarising other people's work.

<http://www.uws.ac.uk/library/>

At the centre of the circulatory system is the heart. The intermeshed structure of the heart's cells allows it to withstand great pressure (Purves et al., 1998) and the average human heart will beat more than 2.5 billion times (Brum, McKane and Karp, 1994).

Brum, G., McKane, L. and Karp, G. (1994) Biology: exploring life. 2nd ed. New York: John Wiley.

Purves, W.K., Orians, G.H., Heller, H.C. and Sadava, D. (1998) Life: the science of biology. 5th ed. Sunderland, Mass.: Sinauer Associates.

<http://www.uws.ac.uk/library/>

What do I reference?

- Need to reference:
 - quotes from other texts/people.
 - ideas and facts from elsewhere.
 - evidence for any claims you have made.
- Don't need to reference:
 - established facts.
 - your lecture notes.

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Examples

- "Humans need food to survive."
 - Established fact, wouldn't need a reference.
- "An active adult male needs around 2,500 calories a day."
 - Stating a specific fact that isn't widely known, would need a reference for this.
- "The best time of day to exercise is before work, as this helps form a habit."
 - Making a claim, would need evidence (e.g., a study reported in a text book) to back this up. Needs a reference.

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From your reading

- If you read the following ...

12.3.4.1 Silicon

Silicon is known to be essential for the development of connective tissue and the bones, although its function in these processes is not known. The silicon content of blood vessel walls decreases with age and with the development of atherosclerosis. It has been suggested, although the evidence is not convincing, that silicon deficiency may be a factor in the development of atherosclerosis.

... you might want to use this information in an essay.

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Using your reading

- Quoting from your reading:
- Short quote – put in quotation marks; quote is part of sentence; include citation and full details of book at end of essay.

Silicon is “essential for the development of connective tissue” (Bender, 1997, p.308).

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Using your reading

- Longer quote – put in quotation marks; type longer quotes as indented paragraph.
Silicon also plays a role in the ageing circulatory system:

“The silicon content of blood vessel walls decreases with age and with the development of atherosclerosis. It has been suggested ... that silicon deficiency may be a factor in the development of atherosclerosis. (Bender, 1997, p.308)”

- More marks if you use your own words – shows understanding.

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Using your reading

- Own words:
Bender (1997) states that silicon is involved in the development of blood vessels, and that the silicon content of blood vessels declines with age.
- Or:
Silicon is involved in the development of blood vessels, and that the silicon content of blood vessels declines with age (Bender, 1997).

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“UWS Harvard”

- Use “UWS Harvard” for your references.
- Very precise format:
 - spaces and full stops are important.
- Referencing guides in “Guides & Online help” section on Library website:

<http://ow.ly/6JkIi>

<http://www.uws.ac.uk/library/>

Students were given an unmarked version of this mock essay answer. They were asked to work in pairs to decide where references were needed. This was followed by a class discussion, and this annotated version was uploaded to their VLE.

This essay was also used for the TurnItIn demonstration, so it contains lots of plagiarism from Wikipedia, journal articles, etc!

Introduction

Plants use many different techniques to spread their seeds, including wind dispersal, animal dispersal, bursting, and dropping.

Comment [KST1]: Probably an established fact (something that most people with basic knowledge of subject would know), therefore wouldn't need referenced.

Seed dispersal by ants

Myrmecochory is the process where ants are used to spread plant seeds.

Myrmecochorous plants have evolved specialist structures called elaiosomes, which are fleshy structures attached to their seeds. Ants take the seeds to their nest and feed the elaiosomes to their larvae. After the larvae have consumed the elaiosome, the ants take the seed to their waste area (Author, year). Some researchers (Author A, year; Author B, year) believe this helps the seeds to germinate as the waste area is rich in nutrients from ant droppings, but other researchers (e.g., Author C, year) state that this soil does not contain any more nutrients than the area surrounding the parent plant, which will have been enriched with leaf litter.

Comment [KST2]: Probably need to reference this section, e.g., what textbook did you get this from? If the information in the first three sentences came from the same book you can reference it at the end of the group of sentences.

Myrmecochorous plants include species of "violet, primrose, hepatica, cyclamen, anemone, corydalis, and bloodroot" (Author, year, page number). Elaiosomes develop either from seed tissues or from fruit tissues, but, despite having different origins and developmental pathways, all elaiosomes appear to serve the same main function, i.e., attracting ants. This is an example of convergent evolution in flowering plants.

Comment [KST3]: Definitely need to reference the conflicting opinions in this paragraph.

Comment [KST4]: Must reference quotations. Include a page number for quote. (You only need to include page numbers in citations for quotes).

The relationship between plants and ants appears to be mutualistic: the plant benefits because its seeds are dispersed to favourable germination sights, and the ants receive food for their larvae.

Comment [KST5]: Your opinion? If so, doesn't need referenced. It might be better if you started the paragraph with "As shown above" or similar, to illustrate that this opinion is based on the evidence that you have presented in your work.

How to reference

Referencing help is available on the Library website: <http://www.uws.ac.uk/schoolsdepts/library/guides/referencing.asp> and from Library or Effective Learning staff.

Examples

Book

Drury, C. (2008) Management and Cost Accounting. 7th ed. London: Cengage Learning EMEA.

Chapter in a book

In the example below, Orb wrote the chapter you are referring to and the chapter is published in the book by Hawley.

Orb, A. (2007) Who gets what? In other words the allocation of resources. In: Hawley, G. (ed.) Ethics in Clinical Practice: an Interprofessional Approach. Harlow: Pearson, pp.300-318.

Electronic book (eBook)

Same as a printed book except you must say where and when you accessed it.

Courtenay, M. (2000) Advanced Nursing Skills: Principles and Practice. [Online] London: Greenwich Medical Media. Available: Ebsco eBook Collection [Accessed: 25 April 2011].

Journal article

Waz, W. (2010) The need to know: disclosure of information to pediatric patients. *Ethics and Medicine*. Vol. 26(2), pp.81-92.

Electronic journal article

Ng, J., Mellor D., Narayanan, D., Cox, H., Atkin, S., Allan, B. and Kilpatrick, E. (2010) Do protected mealtimes improve inpatient glycaemic control? Journal of Diabetes Nursing. [Online] Vol. 14(6), pp.232-236. Available: <http://www.thejournalofdiabetesnursing.co.uk> [Accessed: 30 July 2011].

Website or page from the Internet

Diabetes UK (2008) Living with Diabetes. [Online] Available: http://www.diabetes.org.uk/Guide-to-diabetes/Living_with_diabetes/ [Accessed: 15 August 2011].

Plagiarism

- Passing off someone else's writing/ideas/research as your own.
- Easy to do accidentally.
- Need to reference ideas, quotes and facts.
- Remember to put quotes in quotation marks.

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Skeletal muscle tissue is highly specialized to generate force and thus movement. The major function of muscle is to produce motion, to aid in the maintenance of posture, and to produce heat.

Birch, K., MacLaren, D. and George, K. (2005) *Sport and Exercise Physiology*, Abingdon: BIOS Scientific Publishers.

Skeletal muscle tissue is highly specialized to generate force and thus movement. The major function of muscle is to produce motion, to aid in the maintenance of posture, and to produce heat.

Is this plagiarism?

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Skeletal muscle tissue is highly specialized to generate force and thus movement. The major function of muscle is to produce motion, to aid in the maintenance of posture, and to produce heat.

- Copied exactly.
- No quotation marks.
- No reference.

Is this plagiarism? YES

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Birch, K., MacLaren, D. and George, K. (2005) *Sport and Exercise Physiology*, Abingdon: BIOS Scientific Publishers.

“Skeletal muscle tissue is highly specialized to generate force and thus movement. The major function of muscle is to produce motion, to aid in the maintenance of posture, and to produce heat” (Birch, MacLaren and George, 2005).

- Needs quotation marks.

Is this plagiarism? YES

<http://www.uws.ac.uk/library/>

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Birch, K., MacLaren, D. and George, K. (2005) *Sport and Exercise Physiology*, Abingdon: BIOS Scientific Publishers.

Skeletal muscle generates force and therefore movement. The major functions of muscles are motion, maintenance of posture, and heat production.

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Skeletal muscle generates force and therefore movement. The major functions of muscles are motion, maintenance of posture, and heat production.

- Small changes in text and words moved around.
- Not different enough - not showing comprehension.

Is this plagiarism? YES

<http://www.uws.ac.uk/library/>

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Birch, K., MacLaren, D. and George, K. (2005) *Sport and Exercise Physiology*, Abingdon: BIOS Scientific Publishers.

Voluntary movement occurs as a result of the force generated by skeletal muscle (Birch, MacLaren and George, 2005).

Is this plagiarism?

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Is this plagiarism? NO

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TurnItIn

- University uses "TurnItIn":
 - helps you improve your writing by highlighting accidental plagiarism.
 - also checks against other submitted essays, websites, essay mills, etc.

<http://www.uws.ac.uk/library/>