Academic writing & planning

Evy Ølberg & Erika Rolfsnes
Master Day
February 13, 2020
1. Structure (IMRaD)
2. Planning
3. Citing sources
4. Final suggestions

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1. Structure (IMRaD)
**IMRaD Format**

- **Introduction**: What do you want to find out?
- **Methods**: What did you do?
- **Results**: What did you find out?
- **Discussion**: What does it mean?
- **Conclusion**
What do you want to find out?

- Present topic
- Present existing research* (What conversation are you joining?)
- Create interest
- Indicate gaps in previous research
- Alternative research
- Ask questions
- Indicate the structure of your thesis (optional)
- Limitations (what you will not cover)

Step 1: Establishing a territory (interest)

Step 2: Establishing a niche (gap)

Trinn 3: Occupying the niche (purpose)

Present your research question/ purpose statement (e.g., The purpose of this paper...
What did you do?

Methods

Who/what is studied?

Selection criteria

Where?

What?

Who?

When?

How?

Procedures

Written in past tense

Why? Explain why you chose the methods that you chose
What did you find by doing what you said you would do?

Objective observations of the findings

Present the results systematically

Presentation of data

A thorough and analytic presentation of the results

Figures

Point to relevant or interesting findings

*It might be relevant/useful to combine the results and discussion in one chapter*
What does it mean?

Discussion

- What is the significance of your research?
- How do the results correspond to your hypothesis/research question?
- How does the results compare to other studies?

Limitations:
- How reliable and valid is your research?
- What could you have done differently?

Conclusion

- Have you reached a conclusion?
- Do you have suggestions for future research? Have you revealed new gaps?

No new ideas/arguments

Summary of most important points/findings
2. Planning
# Reflection

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Timeline 1

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- **Completed**: Yellow
- **Planned**: Blue
Review your timeline on a regular basis!

1. What have you completed?
2. What do you still need to do?
3. If you haven’t complete the scheduled tasks, what is the reason?
4. What can you improve?

Weekly plan

24. februar - 1. mars 2020

**MÅNDAG**
- 24
  - Finish preliminary outline for Tuesday's meeting
  - Search for literature
    - Library

**TIRSDAG**
- 25
  - Jog with friend
    - Sørmarka

**ONSDAG**
- 26
  - Meet with advisor
    - Room 123

**TORSDAG**
- 27
  - Search for literature
    - Library

**FREDAG**
- 28
  - Begin reading literature
    - Library

**LØRDAG**
- 29

**SØNDAG**
- 1
  - Work
  - Workout
    - SIS Sportssenter

- Lunch with friend
  - Line huset

- Zotero course
  - KE A-259

- Workout
  - SIS Sportssenter

- Review this week's tasks and make plan for next week
  - Library
3. Citing sources
Main reasons for citing sources

- acknowledge the work of others
- clearly show what is our own work
- help the reader find the sources used

It is in the nature of research to build on research by others. Researchers who take advantage of the ideas and research by others, both published and unpublished, must acknowledge this accurately, so that it is clear what the researcher's own contribution is. Citations make research traceable and verifiable [p. 10].

Plagiarism

Examples:

- Failing to cite sources
- Failing to use quotation marks for direct quotations
- Failing to properly put indirect quotations into your own words
- Self-plagiarism
Academic dishonesty

Section 5-1. Cheating

1. Cheating or attempted cheating during tests is considered to include:
   a) Having illegal aids available during the test
   b) Presenting the work of others as one’s own
   c) Quoting sources in an assignment without using quotation marks, italics or other methods to indicate that the text is a quotation
   d) Quoting or otherwise utilising one's own previously submitted work without sufficient reference.
   e) Using sources in written work without adequate references
   f) Unauthorised collaboration between exam candidates or groups
   g) Acting in violation of applicable regulations or guidelines that apply to the test.

Reference style?

APA 6

MLA

IEEE

Chicago

Vancouver

Harvard
http://kildekompasset.no/english

APA 6 style
APA 6th
APA 6th for footnotes
Chicago 16 A
IEEE

IEEE style

APA 7 coming soon!
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<th>Internet</th>
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<td>newspaperarticle</td>
<td>Author with several publications same year</td>
<td>Blog entry</td>
<td>Book with editor</td>
<td>Compendium</td>
<td>Conference paper - abstract</td>
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<tr>
<td>Book</td>
<td>three-five authors</td>
<td>Book with two authors</td>
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<td>E-book</td>
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<td>Journal</td>
<td>article with one</td>
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<td>Journal article with six or seven authors</td>
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Chapter in edited book

In the text
Author, year, pages

(Peduzzi, 2016, p. 74)

In the reference list


In EndNote
Add as "Book section".

Fill out the fields Author, Year, Title, Editor, Book title, Place published, Publisher, Pages.
Direct quotations
(exact wording)

- Exact wording (whatever the length) must be acknowledged
- Enclose the copied text with quotation marks (or indent as a block quotation)
- Cite the source
“When it comes to motivating human beings, status often matters at least as much as money,” noted Cowen [3, p. 84].

As suggested in [11, p. 49], “these elements are the central building blocks of institutional structures, providing the elastic fibers that guide behavior and resist change.”

“Sometimes, however, measuring a transition is more complicated than it may seem. An energy system can grow rapidly in an absolute sense but still fail to grow in a comparative sense” [6, p. 203].

According to Peters, “If governments adopt successful policies they will be able to build their legitimacy, which in turn will increase their capabilities to make even more effective policies” [8, p. 137].
“Sometimes, however, measuring a transition is more complicated than it may seem. An energy system can grow rapidly in an absolute sense but still fail to grow in a comparative sense” (Sovacool, 2015, p. 203).

“When it comes to motivating human beings, status often matters at least as much as money,” noted Cowen (2011, p. 84).

Scott (2008) explained that “these elements are the central building blocks of institutional structures, providing the elastic fibers that guide behavior and resist change” (p. 49).

As pointed out by Peters (2015), “If governments adopt successful policies they will be able to build their legitimacy, which in turn will increase their capabilities to make even more effective policies” (p. 137).
Wieck et al. define the concept in the following manner:

Sensemaking involves the ongoing retrospective development of plausible images that rationalize what people are doing. Viewed as a significant process of organizing, sensemaking unfolds as a sequence in which people concerned with identity in the social context of other actors engage ongoing circumstances from which they extract cues and make plausible sense retrospectively, while enacting more or less order into those ongoing circumstances [2, p. 409].

Central features.....
Wieck, Sutcliffe, and Oberstad (2005) define the concept in the following manner:

Sensemaking involves the ongoing retrospective development of plausible images that rationalize what people are doing. Viewed as a significant process of organizing, sensemaking unfolds as a sequence in which people concerned with identity in the social context of other actors engage ongoing circumstances from which they extract cues and make plausible sense retrospectively, while enacting more or less order into those ongoing circumstances. (p. 409)
Indirect quotations/ paraphrases
(your own wording)

IEEE
To avoid plagiarism, proper paraphrasing entails more than citing the source. It is critical to use wording that is truly different from the original text [8, p. 43].

APA
Lipson (2004) notes that to avoid plagiarism, proper paraphrasing entails more than citing the source. It is critical to use wording that is truly different from the original (p. 43).

- No quotation marks
- Use own words & sentence structure
- Citation in text & reference list
You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.

(Booth, Colomb, & Williams, 1995, p. 167)

Paraphrase 1: It is plagiarism, intentional or not, to use someone else's ideas or words without giving credit to that person. Even if you give credit to the author, it is plagiarism to use his exact words without quotation marks or block indentation. It is also plagiarism to use words so close to the original that if someone put your work next to it, it would be clear that you couldn't have written what you did unless you had the original there with you.

(Booth, Colomb, and Williams, 1995, p. 167)

Paraphrase 2: Booth et al. (1995) warn against three types of plagiarism: 1) using the "words or ideas" of a source without identifying it; 2) giving credit to a source but copying its language, in whole or in part, without benefit of quotation marks; or 3) echoing the sentence structure and phrasing of the original so closely that anyone can see the writer was depending on it heavily as he wrote (167).

It is plagiarism, intentional or not, to use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.

(Source: The Craft of Research: Booth, Colomb, & Williams, 1995, p. 167)

It is plagiarism, intentional or not, to use someone else's ideas or words without giving credit to that person. Even if you give credit to the author, it is plagiarism to use his exact words without quotation marks or block indentation. It is also plagiarism to use words so close to the original that if someone put your work next to it, it would be clear that you couldn't have written what you did unless you had the original there with you. (Booth, Colomb, and Williams, 1995, p. 167)
Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step towards political regeneration: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers. (Source: Collected Essays: Orwell, 1961, p. 353.)

Paraphrase 1: Orwell (1961) was concerned with what he considered a dangerous link between careless language use, fuzzy thinking, and governance. He therefore appealed to his audience to view the thoughtful use of language as a universal civic responsibility (p. 353).

Paraphrase 2: As Orwell (1961) puts it, contemporary English, particularly that which is written, is replete with poor habits which get spread when one writer imitates another. He points out that this can be prevented if a person is determined to make the necessary effort. If one gets rid of these habits one can think more clearly, and thinking more clearly is a crucial initial move towards political rebirth. Therefore, the battle with poor English is not petty nor is it the sole responsibility of those who write for a living (p. 353).
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As Orwell (1961) puts it, contemporary English, particularly that which is written, is replete with poor habits which get spread when one writer imitates another. He points out that this can be prevented if a person is determined to make the necessary effort. If a person can shed such habits he or she will become a clearer thinker, and thinking more clearly is a crucial initial move towards political rebirth. Therefore, the battle with poor English is not petty nor is it the sole responsibility of those who write for a living (p. 353).
We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.

(Source: Love, Medicine and Miracles: Siegel, 1986, p. 69)

Paraphrase 1: Siegel (1986) writes that we still do not know all the ways in which brain chemistry is related to emotions and thoughts, but the important point is that our mental state has an immediate and direct effect on our physical state (p. 69).

Paraphrase 2: Siegel (1986) writes that although the relationship between brain chemistry and thoughts and feelings is not fully understood, we do know that our psychological state affects our physical state (p. 69).

Paraphrase 3: According to Siegel (1986), our mind affects our body quickly and directly, although we do not yet understand every aspect of how brain chemicals relate to emotions and thoughts (p. 69).

Retrieved from http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.

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According to Siegel (1986), our mind affects our body quickly and directly, although we do not yet understand every aspect of how brain chemicals relate to emotions and thoughts (p. 69).
Evaluating paraphrases

1. Was the meaning of the original passage/author’s opinion accurately conveyed?
2. Does the paraphrase use new sentence structure and wording?
3. Was the source cited properly?
Citing more than one work: IEEE

Preferred method:
List each source in separate square brackets
According to [5], [8], [13] . . .
As seen in [3]-[7] and [10] . . .
. . . as shown by Xing and Moan [3] and Li et al. [4]

Alternative method:
Sources can be listed together
According to [5, 8, 13] . . .
As seen in [3-7] and [10] . . .

Be consistent with the method that you choose!
Citing more than one work: APA

Works by the same author(s):
(Danbolt, 2009, 2011, 2014)

Works by same author(s) with same publication date:
(Nielsen, 2013a, 2013b)

Works by different authors:
(Danbolt, 2009; Juell & Norskog, 2006)
There is an inherent paradox here. If change increases the risk of failure, why do organizations ever try to change?” (Haveman, as cited in Dahlin, 2014, p. 67).

"Field method is more like an umbrella of activities beneath which any technique may be used for gaining the desired knowledge,” according to Schatzman and Strauss (as cited in Nordby, 2015, p. 304).

Secondary references are not allowed in IEEE style. The original source must be obtained.


Reference list: APA


4. Final suggestions
Academic language

- Precise!
- Clear and direct
- Concise sentences
- Avoid conversational language such as similes and metaphors
- Avoid contractions (e.g., use do not instead of don’t, it is instead of it’s, etc.)
Revision- one of the keys to a good paper

Levels of revision
I. Focus
What is my main argument/claim?
How can I improve the clarity of my argument/claim?

II. Arrangement of ideas (form)
Logical division between sections
Organization of paragraphs within each section
Overall cohesion

III. Expression of ideas (style)
Sentences, phrases, choice of words

IV. Mechanical correctness
Spelling and punctuation
Reference list, citations, footnotes
Formatting and layout

How to keep writing?

- Postpone perfection. You can always *rewrite*!
- Divide your paper into smaller, more manageable parts.
- Make small goals!
- Make routines for writing (e.g., location, time of day)
- Reward yourself along the way
- Stop before you get stuck and write down suggestions and keywords for how you plan to continue
- Write down any thoughts and ideas you think of so you don’t lose them
- Write multiple parts at a time
- Write even though you don’t feel up to it, don’t wait for inspiration

Services & useful websites

Study Lab
student.uis.no/library/studylab/
Learning Support Center
student.uis.no/library/lsc/
Subject Page for TN
libguides.uis.no/TN
Brage (theses & dissertations)
brage.bibsys.no

Citation Compass
kildekompasset.no/english
Search and Write
sokogskriv.no/en/
Viko
ntnu.edu/viko/

Academic Writing Podcasts
akademiskskriving.no/english/
Library classes & events

facebook.com/ubistavanger/
student.uis.no/library/classes/english/
https://student.uis.no/calendar/

Work smart - use the library! 😊
Relevant software

- EndNote X9
- Zotero
- LaTeX
The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.

Mark Twain

https://libguides.uis.no/LSS