That thing you are still supposed to be writing. From “Piled higher and deeper,” by J. Cham, 2015 (http://phdcomics.com/comics/archive.php?comicid=1832).
Writing warm-up
Freewriting

Sheet of paper
Pick a writing prompt from the next slide
Write continuously for 10 minutes

Post-it note
Every time you stop, write down the reason (no matter what it is)

● Are you the same person on social media as you are in real life?
● Does your digital life have side effects?
● Should we feel guilty when we travel?
● Are you a procrastinator?
● Do we still need libraries?
● Where is your place of solace?
● What are your best tips for studying?
● How much of a priority do you make sleep?
● Is social media making us more narcissistic?
● How do you know if what you read online is true?
● Do you think that you will have a career that you love?

What were your reasons for stopping?

1. Look over and discuss your reasons for stopping
2. Discuss what you can ‘do’

Reason

Stuck for a word or spelling
Searching for ideas
Feelings of discomfort
Thinking about what others are doing
Wanting it do it ‘right’

Solution

Put in an ellipsis (...) or BLAH - and move on
Jot down ideas/ brainstorm before you write
Do you like quiet or noise, bright lights, etc.? Were you hungry, tired?
Try a study carrel or location with few distractions
Save perfection for later - just write!

Writing process
From topic to final text

Choose a topic
Find/read relevant literature
Thesis statement/research question
Outline/structure
Data collection & analysis
Write a first draft
Feedback
Edit
Proofread

Planning
Production
Revision
How to get started and keep going

- Freewrite
- Pomodoro technique
- Brainstorm (mind map/outline)
- Preliminary research question
Pomodoro technique
to structure your writing sessions

1. Make a task list
2. Set a timer for 25 minutes
3. Work until the timer rings
   (no checking messages/social media😉)
4. Take a short break (5 minutes)*
5. Cross out completed tasks

*Take a longer break after every 4th “pomodoro”

Focus Keeper app
Mind map

Introduction
- What is the context/bigger picture?
- What is your research question?

Topic

Theory/Key terms
- What theories will you present/discuss?
- What key terms will you define?

Methods
- What will you do to gather data?
- How will you analyze the data?

Literature review
- What previous work will you present?
- How does it relate?
Research question

- helps you to narrow the topic and keep your focus
  (road map for your paper)
- can be formulated as:
  - a question (which cannot be answered with yes or no)
  - a claim/argument/hypothesis that will for example be investigated, proven or discussed
  - a purpose
- precise
- feasible
Research question
Structure
IMRaD Format

Introduction

What am I going to do?

Theory

What did you do?

Methods

What did you find out by doing what you said you would do, the way you said you would do it?

Results

(presentation of data)

Discussion

What does it mean?

and

Conclusion
What do you want to find out?

Present existing research (What conversation are you joining?)

Present the problem you will study

Indicate gaps in previous research

Indicate the structure of your paper (optional)

Present your research question/purpose statement

Introduction

Step 1: Establishing a territory (interest)

Step 2: Establishing a niche (gap)

Step 3: Occupying the niche (purpose)
What is the theoretical background?

- Theory
- Definitions
- Relevant concepts
- Theoretical background (What conversation are you joining?)
- Criticism of theoretical background
- Why have you chosen this literature?
- How did you find your literature? (Where have you searched?)
What did you do?

Selection criteria

Procedure

Where?

Figures: models, diagrams, pictures, illustrations

When?

Explain why you chose the methods that you chose

How?

Limitations:
- With the method
- With the data
- With the chosen population

Methods

Who?

Who/what is studied?

Why?

Past tense: what you *have* done

What?

Do you have to apply to NSD?

Past tense: what you *have* done

Where?

What?

Who/what is studied?

How?
What did you find out by using the methods you described?

A comprehensive and analytic view of the results

Tables

Presentation of data

Figures

“Objective” observations of findings

Results

Present the results in a systematic manner

Point out the relevant results

*It may be appropriate to combine the results and discussion.
What does it mean?

- Interpret
- Compare
- Describe limitations
- Discussion

"I say - They say"

Answer your research question

Discuss the results: How do the results correspond to your hypothesis/research question, the theory/theories you presented, other studies?

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

What is the significance of your research?

Relevant questions to answer:
- What have I researched?
- Which results have I contributed with?
- How do these results compare to previous research?
- How do these results compare to theory?
- Have I solved any problems, either theoretical or practical?
- If yes, what and how?
- If no, have I showed that these problems could not be solved the way I thought they could?
Summing up

No new ideas/arguments

Have you reached a conclusion?

Conclusion

Summary of most important points/findings

Do you have suggestions for future research? Have you revealed new gaps?
The internal DNA of all effective argument.

**“I say”**

The writer:
- Your reflections
- Comment on your findings
- Statement
- Argument/counterargument
- Tying together the various parts

*Your voice*

---

**“I/they say”**

Empiricism:
- What are your thoughts?
- Your/others observations
- Your/others data
- Your results

*How the world actually is*

*Your/others research/observation*

---

**“They say”**

Theoretical background:
- What do other people say?
- Relevant theories
- Previous research within this field

*How the world should be*

*Background theories and concepts →*
Discussion

- claim
- one or more arguments
- counterarguments

The Nordic welfare model is the best framework to reduce poverty, ensure equal access to essential services and promote equality. Therefore, other countries should use this model to guide their efforts in improving citizen welfare.

The Nordic welfare model is a fair system where every tax paying individual pays tax according to their means. It serves as a safety net. Citizens receive equal provision of assistance in a crisis despite their financial resources and insurance status. It could be argued that the Nordic welfare model allows those not paying taxes to have access to the same benefits as those who do. Furthermore, those who earn the most must pay the most. However, as the positive aspects of the model outweigh the negative aspects, the model should still be considered the most fair solution.
Should I use “I”?  

- Assertiveness  
  - to show choices made  
  - to make claims, arguments  
- Clarity  
  - to avoid awkward/lengthy sentences & vagueness  
  - to show who did what  
- Positioning yourself in the paper  
  - to show how your research/ideas builds on or departs from earlier research  

Examples:  
★ I attempt to demonstrate . . .  
★ I chose to limit . . .  
★ I replicated this . . .  
★ Based on these observations, I propose . . .  
★ To address this possibility, I examined . . .  

https://writingcenter.unc.edu/tips-and-tools/should-i-use-i/  
*Den gode oppgaven: Håndbok i oppgaveskriving på universitet og høyskole* (Rienecker & Jørgensen, 2013)
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.)
<table>
<thead>
<tr>
<th>Transitional words and phrases</th>
<th>After all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accordingly</td>
<td>As a result</td>
</tr>
<tr>
<td>Conversely</td>
<td>At the same time</td>
</tr>
<tr>
<td>Finally</td>
<td>For example</td>
</tr>
<tr>
<td>Furthermore</td>
<td>For instance</td>
</tr>
<tr>
<td>Hence</td>
<td>For that reason</td>
</tr>
<tr>
<td>Moreover</td>
<td>In addition</td>
</tr>
<tr>
<td>Nevertheless</td>
<td>In conclusion</td>
</tr>
<tr>
<td>Next</td>
<td>In fact</td>
</tr>
<tr>
<td>Now</td>
<td>On the contrary</td>
</tr>
<tr>
<td>Otherwise</td>
<td>On the one hand</td>
</tr>
<tr>
<td>Second/secondly</td>
<td>On the other hand</td>
</tr>
<tr>
<td>Similarly</td>
<td>To clarify</td>
</tr>
<tr>
<td>Specifically</td>
<td>To illustrate</td>
</tr>
<tr>
<td>Then</td>
<td>To summarize</td>
</tr>
<tr>
<td>Therefore</td>
<td></td>
</tr>
</tbody>
</table>

The image shows a person standing at a decision point with arrows pointing in different directions, symbolizing the use of transitional words in writing.
Using sources
We cite in order to

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

“All researchers and students are obliged to follow good citation practice. This is a prerequisite for critical examination and important for enabling further research” (p. 28).

When do you need to cite

- Direct quotations (exact wording)
- Indirect quotations/ paraphrases (your own wording)
- Summaries
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

“Plagiarism is unacceptable and constitutes a serious breach of recognised norms of research ethics” (p. 29).

Reference style?
http://kildekompasset.no/english

APA 7 coming soon!

The Citation Compass
Avoid plagiarism

References
- APA 6th
- APA 6th for footnotes
- Chicago 16 A
- IEEE

Source evaluation
- Books
- Scientific articles
- Webpages
- Works of reference
- Public documents
- Newspapers

Legislation
- Use of archive records
- Copyright
- Design
- Patent
- Trademark

APA 6 style
<table>
<thead>
<tr>
<th>Sort</th>
<th>All</th>
<th>Article</th>
<th>Book</th>
<th>Internet</th>
<th>Official publication</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous</td>
<td>newspaperarticle</td>
<td>Author with several publications same year</td>
<td>Blog entry</td>
<td>Book with editor</td>
<td>Book with one author</td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td>three-five authors</td>
<td>two authors</td>
<td>Chapter in edited book</td>
<td>Compendium</td>
<td>Conference paper - abstract found online</td>
<td></td>
</tr>
<tr>
<td>E-book</td>
<td>E-mail</td>
<td>Image found online</td>
<td>Image from printed source</td>
<td>Journal article with six or seven authors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>article with one author</td>
<td>Journal article with three-five authors</td>
<td>Journal article with two authors</td>
<td>Norwegian laws and regulations</td>
<td>Master's thesis</td>
<td></td>
</tr>
</tbody>
</table>
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.

Psst! Our Q&A answers most questions
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)
- In-text citations & reference list
For the actor truly to live on stage, he must find the counter-will to each of his wills,” notes Boal (2002, p. 43).

Brockett and Hildy (2014) explain that “to identify an author’s stance does not necessarily invalidate an interpretation, but it does help us understand that this is only one among the possible interpretations that might emerge if the material were viewed from other perspectives” (p. 9).

As pointed out by Freire (2018), “Often, educators and politicians speak and are not understood because their language is not attuned to the concrete situation of the people they address” (p. 96).

“Using applied theater practices, students can create fictional worlds/characters and alternate realities that are far removed from the social obligations of their communities” (Bhatia & Pathak-Shelat, 2019, p. 610).
As Freire (2018) argues:

It is not our role to speak to the people about our own view of the world, nor to attempt to impose that view on them, but rather to dialogue with the people about their view and ours. We must realize that their view of the world, manifested variously in their action, reflects their situation in the world. Educational and political action which is not critically aware of this situation runs the risk either of “banking” or of preaching in the desert. (p. 96)
Omitting & inserting

- Use an ellipsis (three spaced periods) to condense a passage
- Use a period plus an ellipsis to leave out a sentence
- Use [sic] to indicate an error
- Use brackets [ ] to insert your own words

“Our working theory is that improv’s focus on constructs that would appear to underpin self-concept, such as working in agreement, spontaneity, commitment, and being present in the moment... offers mechanisms that can enhance self-concept in these at-risk children” (DeBettignies & Goldstein, 2019, p. 9).
As Lipson (2004) warns, “When you paraphrase an author’s sentence, don’t veer too close to her words. That’s plagiarism, even if it’s unintentional and even if you cite the author” (p. 43).

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).
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.

(Source: The Craft of Research: 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).

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.

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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 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).
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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
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Retrieved from http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
Paraphrasing/Summarizing Practice

10 minutes

1. Find a passage you would like to paraphrase/summarize.
2. Reread the passage until you fully understand it
3. Look away or hide the original passage
4. Write the paraphrase/summary & cite the source
5. Practice writing additional paraphrases or summaries if there is remaining time.

If you choose to use the author’s exact wording somewhere in your paraphrase or summary, use quotation marks around the words you borrowed!
We must never merely discourse on the present situation, must never provide the people with programs which have little or nothing to do with their own preoccupations, doubts, hopes, and fears- programs which at times in fact increase the fears of the oppressed consciousness. It is not our role to speak to the people about our own view of the world, nor to attempt to impose that view on them, but rather to dialogue with the people about their view and ours. We must realize that their view of the world, manifested variously in their action, reflects their situation in the world. Educational and political action which is not critically aware of this situation runs the risk either of “banking” or of preaching in the desert.

 Often, educators and politicians speak and are not understood because their language is not attuned to the concrete situation of the people they address. Accordingly, their talk is just alienated and alienating rhetoric. The language of the educator or the politician (and it seems more and more clear that the latter must also become an educator, in the broadest sense of the word), like the language of the people, cannot exist without thought; and neither language nor thought can exist without a structure to which they refer. In order to communicate effectively, educator and politician must understand the structural conditions in which the thought and language of the people are dialectically framed. (p. 96)

Whereas previous studies have shown that laptops (especially with access to the Internet) can distract students, the present studies are the first to show detriments due to differences in note-taking behavior. On multiple college campuses, using both immediate and delayed testing across several content areas, we found that participants using laptops were more inclined to take verbatim notes than participants who wrote longhand, thus hurting learning. Moreover, we found that this pattern of results was resistant to a simple verbal intervention: Telling students not to take notes verbatim did not prevent this deleterious behavior.

One might think that the detriments to encoding would be partially offset by the fact that verbatim transcription would leave a more complete record for external storage, which would allow for better studying from those notes. However, we found the opposite—even when allowed to review notes after a week’s delay, participants who had taken notes with laptops performed worse on tests of both factual content and conceptual understanding, relative to participants who had taken notes longhand.

We found no difference in performance on factual questions in the first two studies, though we do not discount the possibility that with greater power, differences might be seen. In Study 3, it is unclear why longhand note takers outperformed laptop note takers on factual questions, as this difference was not related to the relative lack of verbatim overlap in longhand notes. It may be that longhand note takers engage in more processing than laptop note takers, thus selecting more important information to include in their notes, which enables them to study this content more efficiently.

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?
Lund Thomsen (2010) explains that “a consequence of this global development is that ordinary people with immigration backgrounds may be forced into spaces that are criminalised and therefore illegalised” (p. 43).

“Performance is . . . a fundamental dimension of culture as well as the production of knowledge about culture,” according to Drewal (as cited in Brockett & Hildy, 2015, p. 644).
Reference list


*Remember to check citations for accuracy before including them in your work.*
Organizing and the Process of Sensemaking


Citation style:
APA 6th - American Psychological Association, 6th Edition

Select then copy and paste the citation into your document.
Relevant software

Microsoft Word

For citation and bibliography management:
- EndNote X9
- Zotero

In Microsoft Word, use the "References" tab for inserting citations and creating a bibliography.
Final suggestions
- Use Oria to find relevant literature.
- Ask the library if you need something we do not have access to.
Common formatting requirements

- Times New Roman, font size 12
- 1.5 spaced
- Numbered pages
- Cover page
  Typically includes: university, faculty/institute, course name/code, semester & year, date, name(s)/candidate number(s), title of assignment/paper, number of words
- Table of contents page
- Headings and subheadings (but not too many!)
- Correct referencing (in-text and reference list)
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

Services & useful websites

**Study Lab**
student.uis.no/library/studylab/

**Learning Support Center**
student.uis.no/library/lsc/

**Citation Compass**
kildekompasset.no/english

**Search and Write**
sokogskriv.no/en/

**Viko**
ntnu.edu/viko/

**Academic Writing Podcasts**
 akademiskskriving.no/english/
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

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