PG Academic Literacy and Language (ALL) Program
Workshop 1
Semester 2, 2020
Welcome

Workshop 2

• Introduction
• Structuring your writing (PRISM)
• Paraphrasing and synthesis
• APA referencing workshop
University study requires lots of **reading**. Techniques include:

1. Scanning – searching for specific information
2. Skimming – gaining an overview of the text
3. Analytical reading – reading in detail
4. Critical reading – reading while questioning

You’ll need to develop **note-taking** techniques for:
- Listening to lectures
- Reading peer-reviewed journal articles for assignments
- Preparing and revising for tests and exams
Did you try any of these notetaking styles?

Reference of source

Prior knowledge

<table>
<thead>
<tr>
<th>Page no.</th>
<th>Main ideas</th>
<th>Questions</th>
</tr>
</thead>
</table>

Summary

Academic writing process

Following the academic writing process

Academic Skills Online Modules

Module 1: Getting Started at Uni
Module 2: The Academic Writing Process
Module 3: Information... Everywhere!
Module 4: Finding and Evaluating Credible Information
Module 5: Get Critical... Before Writing
Module 6: Putting it all together... Writing your Assignment
Module 7: Academic Integrity and Avoiding Plagiarism
Module 8: Assignment Types
Recommended: PRISM
Structuring your writing (PRISM)

Module 1 - Part 1: The Academic Writing Process

Part 1: The Academic Writing Process
Structuring your writing

Understanding the task

- Topic
  Break down the task.

- Research Strategy
  Finding recent, credible sources.

- Active reading
  and note-taking.

- Paraphrasing
  and grouping main
  ideas/information

- Finalise draft
  essay plan
  Toggling back and forth over the first 4 steps.

- Write first draft
  Focus: Structure, content and order of information is the priority.

- Write second draft
  Focus: Paragraph level - cohesion, referencing, integration of evidence.

- Write final draft
  Focus: Sentence level - grammar, punctuation, spelling, presentation.

- Thinking
- Planning
- More planning
- Organising

- Reviewing
- Writing
- Re-writing
Edith Cowan University
Academic Skills Centre

PRISM

- Introduction to PRISM
- Module 1: Academic Writing
  - Module 1: Academic Writing
    - Module 1 - Part 1: The Academic Writing Process
    - Module 1 - Part 2: Summarising, Paraphrasing & Quoting
    - Module 1 - Part 3: Academic Writing Style

Planning your essay

- Topic
  - Break down the task.
- Research Strategy
  - Finding recent, credible sources.
- Write first draft
  - Focus: Sentence level - grammar, punctuation, spelling, presentation.
- Write second draft
  - Focus: Paragraph level - cohesion, referencing, integration of evidence.
- Develop final essay plan
  - Toggling back and forth over the first 4
- Paraphrasing and grouping main ideas/information
- Active reading and note-taking
Unpacking the task

Start with thinking and asking questions:
- What exactly are you being asked to do?
- What steps will you need to take to do it?
- What questions do you need to answer?
- Which sources will you need to consult?
  Where will you look?
- What is specified by the assessment criteria?
- What do I already know?
Critically examine the role of advanced practice within the context of different healthcare systems. Explore the origins of advanced practice and the implications for the profession, and for the practice of nursing. Consider the historical and political influences on the development of advanced practice in nursing as well as the ethical considerations for nurses who are advancing their practice.
There are three elements of the question to consider:

1. **Instruction words** tell you how to approach the question. They include verbs like ‘discuss’, ‘analyse & ‘explain’. - Each requires a different type of answer.

2. **Content words** describe your topic. These include key noun phrases, adjectives and verbs. - You use these when you begin your research.

3. **Focus words** set the parameters for your answer. They include place, time and type.
Common instruction words

Click on the resource in this module for a full list of instruction words and definitions.
Critically examine the role of advanced practice within the context of different healthcare systems. Explore the origins of advanced practice and the implications for the profession, and for the practice of nursing. Consider the historical and political influences on the development of advanced practice in nursing as well as the ethical considerations for nurses who are advancing their practice.
Defining the instruction word in the task

Critically examine
Critically - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate
Examine - inquire into

Explore
Explore - investigate, search for or evaluate

Consider
Consider - reflect on and make a judgement/evaluation
Now that you have an understanding of your assignment task, you can start to develop a **search strategy** using your content words as a starting point and then search the nursing databases for information to start to build your essay plan.
**Key terminology**

**Thesis statement:**
a sentence which states the main topic, lists subtopics, may indicate the method of organisation of the essay and is usually the last sentence in the *introductory paragraph* (Oshima & Hogue, 1999, p. 103)

**Topic sentence:**
the first sentence of *every paragraph* which states the topic and controlling idea of that paragraph (Oshima & Hogue, 1999, p. 103)
Two levels of structure

Macro - overall structure

Assignments may be divided into sections. Sometimes these sections use headings. Each section consists of a series of paragraphs.

Miro - paragraph & sentence level

Each paragraph within a section consists of a series of approximately 6 sentences.
Topic Sentence

- State main idea. EXAMPLE: Poverty can lead to people suffering from malnutrition, which is caused by a lack of access to food that sustains life.

Evidence or Example

- Show evidence and examples of the issue. EXAMPLE: 170 million children across the world are affected by malnutrition every year. In addition, 56% of deaths of children in Third World countries are attributed to a lack of access to food.

Evaluation or Explanation

- Evaluate your piece of writing/explain what this means (to your argument). EXAMPLE: This means that over half of the suffering of children in Third World countries is due to not having enough to eat.

Link

- link into the next idea or back to the overall topic... EXAMPLE: This is not the only problem affecting poverty at the moment, pollution that leads to the spread of disease is also something that needs to be addressed.
A mind map is a good starting point for planning your essay

Mapping is a particularly powerful tool to use during the early stages of writing an essay, before you write the first rough draft.

Mind maps:

- give you an overview of a broad topic and allow you to represent it in a more concise way
- encourage you to see the bigger picture and links between ideas
- enable you to plan/make choices about the selection of information you have for your essay and where you are going to place it
Role of advanced nursing in different contexts
Origins and implications
Historical and political influences
Ethical considerations

Introduction
- Introduce topic
- Give significance of topic
- Purpose/structure of paper

Historical and political influences
- Xxxxxxxxxxxxxxxxxxxxxx

Role of advanced nursing practice
Origins and implications
Historical and political influences
Ethical considerations

Ethical considerations
- Xxxxxxxxxxxxxxx

Conclusion
- Restate topic
- Sum up key points/highlights

Role of advanced nursing in different contexts
- Xxxxxxxxxxxxxxxxxxxxxx

Origins and implications
- Xxxxxxxxxxxxxxxxxxxxxx
First key advantage

1. Key idea
   - Sub point
   - Sub point
   - Sub point

2. Key idea
   - Sub point
   - Sub point
   - Sub point

Write a broad topic sentence to introduce idea

Evidence and examples to flesh out the key idea (paraphrases) and include the references
Building your map/essay plan

- Your mind map can be changed.
- Keep searching for quality sources/information and
- Actively reading and understanding these sources to find key ideas and supporting details to slot into your plan.
The more detailed your plan is before you write your first draft the better

- Write topic sentences for each main idea
- Include supporting details/evidence/examples
- Paraphrase ideas/details into your own words
- Reference as you go!
# Mind map to detailed essay plan

## Get ready for Academic Success!

School of Nursing and Midwifery

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**ESSAY PLAN**

<table>
<thead>
<tr>
<th>Sequence of Essay</th>
<th>Supporting information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td>(references with notes on how you will use the information)</td>
</tr>
<tr>
<td>1. Topic</td>
<td>Click or tap here to enter your notes</td>
</tr>
<tr>
<td>2. Context/Significance</td>
<td></td>
</tr>
<tr>
<td>3. Purpose/Scope</td>
<td>In-text references (paraphrases) and notes to support this idea</td>
</tr>
<tr>
<td>4. Structure</td>
<td>Click or tap here to enter your notes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Idea 1:</th>
<th>In-text references and notes to support this idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State key idea with subheading</td>
<td>Click or tap here to enter your notes</td>
</tr>
<tr>
<td>• Write a topic sentence in full.</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Key Idea 2:</th>
<th>In-text references and notes to support this idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State key idea with subheading</td>
<td>Click or tap here to enter your notes</td>
</tr>
<tr>
<td>• Write a topic sentence in full.</td>
<td></td>
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</table>
What’s next?

Continue to read and synthesise information into your plan. Once it is finalised, you can start writing your first draft.
Academic Skills Workshop

Writing Academic Paragraphs
Learning outcomes

Understand how to:

• structure a paragraph
• write introductory paragraphs (introductions)
• write body paragraphs
• write concluding paragraphs (conclusions)
What is a paragraph?

• A paragraph is a group of sentences that *develops a single idea*.  
• Paragraphs can have different functions, but all develop an idea - that is, they *add information, explanation, examples* and illustrations to the central theme or idea until the theme is fully developed.  
• The topic of one paragraph *should follow logically* from the topic of the last paragraph and should lead on to the topic of the next paragraph.
Why use paragraphs?

• Paragraphs provide structure, organisation and clarity to a piece of writing.

• Paragraphs allow the reader to identify and follow the developing stages in the presentation of information.

• One continuous piece of text would be very difficult for any reader to follow.

(Broad, Shahabudin, Taylor, & Turner, 2006)
Which paragraph is better?

➢ Paragraph A

The combination of warmer water and melting glaciers has resulted in a 10-20cm rise in sea level over the past 100 years. This has led to floods around the world. These floods have resulted in the destruction of homes, possessions and lives. Such impacts will worsen since the earth is getting warmer and current projections suggest that the change in sea level over the next 100 years could rise between 10 and 91cm. This rise would result in parts of the world such as the east coast of America, from Miami to Boston into a flood zone as all cities would be swamped causing humans to only be able to live in concise areas of the world or major city reconstructions, as research displays that approximately 100 million people live within 91.5cm of sea level.

➢ Paragraph B

Flooding is one of the results of sea level rise. Over the past 100 years sea levels have risen between 10 and 20 cm. These floods have resulted in the destruction of homes, possessions and lives. Such impacts will worsen since the earth is getting warmer and current projections suggest that the change in sea level over the next 100 years could rise further, between 10 and 91cm. This rise would result in parts of the world, such as the east coast of America and other lower lying regions becoming flood zones. Many cities will be affected forcing the relocation of their populations. Research projects that as many as 100 million people live within 91.5cm of sea level and could be forced to leave their homes. Sea level rise does not only impact humans through flooding but also results in harm to the environment.
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Body paragraphs: purpose and structure

- A paper includes **a number of paragraphs** that **support the main idea**.

- Paragraphs occur in a **logical and systematic sequence** to develop the main argument/idea.

- **Each paragraph** contains **one key idea** expressed in (usually) 4 – 8 sentences.

  **Topic sentence**
  - *introduces the idea* to be developed in the paragraph
  - *links to the main argument of the paper*

  **Supporting sentences**
  - *P – point* that supports the main idea of the paragraph
  - *E - explanation*
  - *E - evidence* - data, information or ideas from your reading, in-text citations required
  - *this pattern may be repeated in the paragraph*

  **Concluding sentence**
  - *restates the main idea from the topic sentence and makes a link to the next idea in the next paragraph*
Activity

➢ Identify the elements of paragraph structure in the following sample body paragraph.

Children with additional needs often benefit from an individualised education program (IEP) or modified education. Collaboration is the secret to the success of an IEP. Vaughn and Bos stress that “Effective communication systems must be in place so that all teachers and support personnel who will work with the student are aware of the accommodations and modifications that will be implemented” (2009, p. 12). It is imperative when working with students with additional needs that everyone works in collaboration. Collaboration ensures that everyone shares the same core values and are fully aware of the needs of the child at all times. The Curriculum Council emphasised the importance of students, teachers, parents, tertiary educators and the community accepting a shared responsibility, when it comes to a student’s education. The Curriculum Council also acknowledges that the success of a Framework requires everyone to work in collaboration and to be accountable for students’ achievements (1998, p.17). Therefore education assistants are now required to be held partially responsible for a student’s education making it imperative that everyone involved all share common core values when working with students, especially those with additional needs. By defining the core shared values in the Curriculum Framework and with everyone working in collaboration, outcomes and goals become achievable.
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Coherence and cohesion

To write paragraphs that are easy for the reader to follow and understand, you must present your information in a logical sequence (coherence) and show the connections or relationships between the pieces of information (cohesion).
Coherence

Coherence refers to the logical organisation of information in a piece of text.

The main method of ensuring writing is coherent is to plan the organisation of ideas and information in a piece of writing.

How will you organise your ideas?

- Chronological
- Cause and effect
- For and against
- Logical sequence
Cohesion

*Cohesion* refers to the organisation of your language, which shows how your sentences are connected and related.

There are many techniques that are used to show the relationships between different sentences in a piece of text:

- **Transition signals**: these include connectors, subordinators and conjunctions
- **Repetition**: repeat key nouns or use a limited number of synonyms
- **Pronouns**: substitute pronouns for key nouns
- **Sentence combinations**: use compound and complex sentences
- **Collocation**: words and phrases that ‘go together’ (e.g. a chronic illness, economic downturn)
- **Demonstratives**: this, that, these, those, the, etc.
- **Comparatives**: less, further, additionally, similarly, likewise, etc.
- **Substitution**: one, do, each, etc.

(University of Wollongong, 2001)
# Types of links within a paragraph

<table>
<thead>
<tr>
<th>Link Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause / Reason</td>
<td>as a result; because;</td>
</tr>
<tr>
<td>Effect / Result</td>
<td>as a result; hence; therefore; thus</td>
</tr>
<tr>
<td>Addition</td>
<td>additionally; furthermore; in addition; moreover</td>
</tr>
<tr>
<td>Condition</td>
<td>if; on condition that; providing; unless</td>
</tr>
<tr>
<td>Contrast</td>
<td>although; by contrast; however; conversely; despite</td>
</tr>
<tr>
<td>Comparison</td>
<td>compared with; in the same way; in comparison</td>
</tr>
<tr>
<td>Example</td>
<td>for example; for instance; particularly; such as</td>
</tr>
<tr>
<td>Rewording</td>
<td>in other words; rather; to paraphrase</td>
</tr>
<tr>
<td>Summary</td>
<td>finally; hence; in all; in conclusion; in short; in summary</td>
</tr>
<tr>
<td>Time Sequence</td>
<td>after; firstly; before; eventually; subsequently</td>
</tr>
<tr>
<td>Transition</td>
<td>as far as ... is concerned; as for; to turn to;</td>
</tr>
</tbody>
</table>

(McMillan & Weyers, 2009, p. 294)
Activity

➢ Identify the elements of the paragraph that create cohesion in the following sample body paragraph.

Children with additional needs often benefit from an individualised education program (IEP) or modified education. Collaboration is the secret to the success of an (IEP). Vaughn and Bos stress that “Effective communication systems must be in place so that all teachers and support personnel who will work with the student are aware of the accommodations and modifications that will be implemented” (2009, p. 12). It is imperative when working with students with additional needs that everyone works in collaboration. Collaboration ensures that everyone shares the same core values and are fully aware of the needs of the child at all times. The Curriculum Council emphasised the importance of students, teachers, parents, tertiary educators and the community accepting a shared responsibility, when it comes to a student’s education. The Curriculum Council also acknowledges that the success of a Framework requires everyone to work in collaboration and to be accountable for students’ achievements (1998, p.17). Therefore education assistants are now required to be held partially responsible for a student’s education making it imperative that everyone involved all share common core values when working with students, especially those with additional needs. By defining the core shared values in the Curriculum Framework and with everyone working in collaboration, outcomes and goals become achievable.
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How to write a body paragraph

• **Select resources** –
declare which resources you will use to help plan and write the paragraph

• **Note down** –
the key supporting points beneath your topic sentence (remember to include the bibliographic details so you know where it has come from for when you reference it)

• **Synthesise ideas** –
declare how to present information you have found in a logical way that supports your argument

• **Link ideas** –
declare how you might link your ideas within your paragraph

• **Paraphrase and in-text reference** –
to avoid plagiarism (and to give your work credibility)
Common problems

- No topic sentence
- Too short/no idea development
- No examples or illustrations from research
- Examples/illustrations are not explained, developed, or commented on
- Lack of organisation/multiple topics that don’t fit together in one paragraph
- No indentation (formatting)
Paragraphs and essay structure

(Tomas, 2013)
Introductions

Paragraphs that:

• introduce the subject and the argument that will be made (thesis)
• prepare the reader for the body section of the argument
• are best finalised after the body of the text is written

(University of Wollongong, 2000)
Introduction - structure

**Topic/Orientation** –  
opens the topic and establishes the broader context. Sometimes includes definitions

**Focus/Thesis statement** –  
states your thesis

**Structure** –  
outlines your approach

(University of Wollongong, 2000)
Identify the elements of an introduction in the following:

There are a number of educational choices for parents of students with disabilities today and it is important for parents to know that their child has the same right to education opportunities as any other child. The parent of a child with a disability has the choice for their child to attend the local school or a school which caters specifically for children with additional needs or a combination of both. There are also Education Support Units in many schools where the child can feel included within a normal school environment with additional support. The main reason for having these choices is to empower the student with a disability through learning and equality, giving them the confidence to broaden their horizons and achieve their goals by having the same opportunities in life.
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➢ How many body paragraphs will this essay contain?
➢ What will be the topic or idea covered in each paragraph?
There are a number of educational choices for parents of students with disabilities today and it is important for parents to know that their child has the same right to education opportunities as any other child. The parent of a child with a disability has the choice for their child to attend the local school or a school which caters specifically for children with additional needs or a combination of both. There are also Education Support Units in many schools where the child can feel included within a normal school environment with additional support. The main reason for having these choices is to empower the student with a disability through learning and equality, giving them the confidence to broaden their horizons and achieve their goals by having the same opportunities in life.
When writing your introduction

• Use the key words or terms in the topic
• Be clear about your purpose
• Provide the reader with information so that they can predict the overall content of your essay (a convention of academic writing)
• Mention the scope (extent and limitations) of your writing, if appropriate
Conclusion - structure

**Restatement of the thesis statement** –
rephrases the thesis statement (different words)

**Summary** –
summarises the main points contained in the body of the text

**Broad statement** –
makes an evaluation, forecasts the future, or makes recommendations
Example conclusion

Educational choices for students with disabilities are designed to provide such students with the same opportunities in life as students without disabilities. Educational choices: attendance at a regular school, a school of special educational needs, or a combination of both is intended to make it possible for a disabled student to learn through equality and so develop the confidence to set goals available to all. A collaborative environment where all educational personal work together with shared responsibility for the outcomes will support students with special needs to become empowered to learn and achieve with confidence.

Thesis statement

Summary of the main points

Broad statement
Summary

**Paragraph structure:**
- Topic sentence
- Supporting sentences – Point, Explanation, Evidence
- Concluding sentence

**Introduction structure:**
- Topic/Orientation
- Focus/Thesis statement
- Structure/outline

**Conclusion structure:**
- Restatement of the thesis statement
- Summary of the main points
- Broad statement
Paraphrasing and synthesis:

Supporting your argument
Avoiding Plagiarism

Referencing shows where our information is from … but we also need to look at the style and structure of our writing to avoid plagiarism.

This is where paraphrasing, summarising, synthesising and using direct quotes (sparingly) in our writing becomes important.
Paraphrasing is re-writing text from another author, in your own words, whilst maintaining the original meaning.

A paraphrase can be shorter than the original text, yet not normally.
When to paraphrase

Only paraphrase short sections of text; one or two sentences, or a paragraph.

As an alternative to a direct quotation.

To rewrite someone else's ideas without changing the meaning.

To provide evidence for your own writing (show support for your claims).
How to paraphrase: RAP

Read: Read the text you wish to paraphrase (using active reading strategies practised earlier)

Ask: Ask yourself: ‘What is the author saying?’ ‘What is this text about?’ ‘What is the key point expressed?’

Put: Put (paraphrase) it into YOUR OWN WORDS.
   Put the original text out of sight and write your understanding of the original author’s point.
Change BOTH structure and wording

**ORIGINAL TEXT**
*Technology-assisted learning is becoming a norm that should be embraced, as technology optimises the learning experience by improving time efficiency and the effectiveness of content.*

**Changing Structure:**
Technology optimises the learning experience by improving time efficiency and effectiveness of content. As a result, technology-assisted learning is becoming a norm that should be embraced.

**Changing Wording:**
Technology-assisted learning is becoming a *standard practice* that should be *adopted*, as technology *enhances* the learning experience by improving time efficiency and the effectiveness of content.
Common mistakes

When paraphrasing you should avoid the following:

1. Switching or changing only a few words.

2. Using a thesaurus to change particular words and leaving the sentence the same.

3. Failing to acknowledge author/s
Summarising provides the overview of a text, presenting the main ideas.

Summarising is similar to a paraphrasing; yet is normally shorter and lacking in the same detail.

Summaries are used to present, in as little words as possible, the essence of an idea – without all the detail.

Paraphrase if you need to include the detail; however, generally, you should summarise.
When to summarise

When wanting to express the main ideas of an author without needing to include the details and evidence they have provided.

When wanting to express an author’s ideas more succinctly.

To briefly give examples of several differing points of view on a topic.

To support claims in, or provide evidence for, your writing; for example ‘talking to’ an author’s research experiment to use as evidence in your own paper.
6 Steps to Writing an Effective Summary

1. Skim the document looking for clues
2. Re-read carefully finding key words and headings
3. Write a rough draft in your own words
4. Check with the original that you have not changed the meaning
5. Edit so the grammar/sentence structure is correct
6. Reference
Synthesising

• Every ‘body’ paragraph you write in your essay should be developing your argument or your essay’s ‘stance’ (thesis). This argument must be supported with evidence (preferably from a range of academic sources). This evidence is derived from previous research or academic discussion within the relevant field.

• As a writer, the skill is in integrating your ideas with your supporting evidence so that your developing argument flows seamlessly and convincingly throughout your essay.

• This skill of summarising similar ideas from more than one source of information is referred to as ‘Synthesising’
Steps for synthesising:

- Consider your line of argument and **draft a topic sentence** for your paragraph.
- **Read** widely.
- **Take notes** in YOUR own words.
- **Link common ideas to identify ‘themes’** of information from each source (colour code if easier).
- **Number** your ‘themes’ so you have a strong and logical order to develop your argument.
- **Draft your paragraph** form your notes. Starting with your topic sentence…. And **REFERENCE** your sources both in-text and end-text.
• Write a paragraph to discuss:

• “Which is a better form of assessment for students: exams or assignments?”
Start with a blank piece of paper
Draw a grid to divide authors and information
Use the grid to divide the authors of your relevant sources

|----------------------------------|----------------------|
Categorise key ideas between authors

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Assignments:</strong> Students get feedback on their progress mid-course</td>
<td><strong>Exams:</strong> relies on memory under pressure.</td>
</tr>
<tr>
<td><strong>Exams:</strong> Uncritical approaches</td>
<td><strong>Exams:</strong> No feedback during learning.</td>
</tr>
<tr>
<td><strong>Assignments:</strong> learn to read and write in the study subject.</td>
<td><strong>Assignments:</strong> learn the discourse of the subject.</td>
</tr>
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<tr>
<td><strong>Exams:</strong> success relies on memory</td>
<td><strong>Assignments:</strong> inefficient, too much time to mark, costly</td>
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<td><strong>Exams:</strong> ‘sudden death’ approach to testing.</td>
<td><strong>Assignments:</strong> too many plagiarism issues</td>
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<tr>
<td><strong>Exams:</strong> not an equal opportunity for all students to demonstrate knowledge.</td>
<td><strong>Exams:</strong> ‘clean-cut’ approach as you get students knowledge under supervised circumstances.</td>
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<tr>
<td><strong>Exams:</strong> higher failure rate.</td>
<td><strong>Assignments:</strong> teach the ‘talk’ of the subject</td>
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</table>
Synthesising evidence in a paragraph

• This activity shows how you can synthesise information from various sources; that is, it helps you identify key themes/ideas between sources.

• Synthesising evidence makes your argument more powerful as you are able to demonstrate that an idea is supported by a number of authorities on the subject; for example, the following ideas are drawn from the previous activity:
  • **students needing feedback** (Jones et al., 2004; Peters, 2008)
  • **effect of exams on students** (Peters, 2008; Wonderland University, 2006)
  • **subject discourse** (Jones et al., 2004; Peters, 2008; Wonderland University, 2006)

• **Note referencing rule:** When you are citing several authors at once IN-TEXT, you should present the authors' names alphabetically, and each reference is separated by a semicolon (;).
• X states that . . . X claims that . . . X asserts that . . . X agrees that . . . X strongly argues . . . X comments that . . . X suggests that . . . X comments that . . . X says that . . . X observes that . . . X takes the view that . . . X contends that . . . X believes that . . . X proposes that . . . X concludes that . . . X maintains that . . . X concedes that . . . X notes that . . . According to X . . . As X states . .
Remember to evaluate the resources you find:

Think about the 4 Rs:

• **Recent** – Is the information timely and up-to-date?

• **Reliable** – Who is the source? Is the source an expert? Can the information be verified? Is it biased?

• **Readable** – Can you easily read and understand the information?

• **Relevant** – Is the information appropriate for your topic?
Workshop handout: Integrating others’ ideas

Highlight the reporting verbs:

Example 1
New technologies offer possibilities for this work. For instance, O’Hara (2004) described several case studies from the UK in which Information and Communication Technologies (ICT) were used to support children working and thinking together.

Example 2
Whalley et al. (2001, p. 8) also highlighted the need within a learning community to build the capacity of “children, parents and staff...to be good decision-makers, able to question, challenge and make choices”.

Example 3
For Goldstein (1997), commitment to teaching with love is central to building community within early childhood settings. She characterised building community as “the development of intimacy, a critical component of teaching with love” (p. 80) and saw the development of deep connections with children as core to community building.
# Reporting verbs

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<thead>
<tr>
<th>Neutral</th>
<th>Tentative</th>
<th>Strong (in favour)</th>
<th>Strong (against)</th>
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<tbody>
<tr>
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Paraphrasing activity 1

Write a paraphrase for the following text using a parenthetical citation format where the author(s) are in the brackets at the end of the sentence.

Author: Brian Enyard
Source: Rivier University webpage: 17 Therapeutic Communication Techniques
Publication date: 2017
Original Text: “At times, it’s useful to not speak at all. Deliberate silence can give both nurses and patients an opportunity to think through and process what comes next in the conversation. It may give patients the time and space they need to broach a new topic. Nurses should always let patients break the silence.”
Intentional silence is another useful communication technique for both nurses and patients. It can not only give an opportunity and time for patients to move on to new topics of conversation, but also allow both to deal with and think about where the conversation should go next. However, it is also important that nurses allow the silence be broken by the patients (Enyard, 2017).
Paraphrasing activity 2

Write a paraphrase for the following text where the author is again part of the sentence.

- Author: Theresa Raphael-Grimm  
  Publication date: 2015  
  Original text: “Listening is facilitated when clinicians sit down at eye level with patients, maintain appropriate eye contact (sensitive to cultural variations) and assume an unhurried demeanour.”
Raphael-Grimm (2015) claimed there are many factors that enhance listening when a nurse is communicating with a patient. Some of these

OR

According to Raphael-Grimm (2015), there are many factors
Write a paraphrase for the following text using a signal phrase where the authors are part of the sentence.

- Authors: Mary Ann Tanay, Theresa Wiseman, Julia Roberts, and Emma Ream
  Journal article title: A time to weep and a time to laugh: Humour in the Nurse-Patient Relationship in an Adult Cancer Setting
  Journal: Supportive Care in Cancer
  Publication date: 2014

Original Text: “The study revealed that nurses and patients in an adult cancer ward perceived the benefits of humour in terms of fostering the nurse-patient relationship. Participants did not, however, isolate humour as the only component of the nurse-patient relationship. This suggests that humour can be used as one of many communication tools to facilitate therapeutic nurse-patient relationships.”
According to a study conducted by Tanay, Wiseman, Roberts, and Ream (2014), the use of humour was perceived by both patients and nurses in an adult cancer ward to be a valuable technique in developing therapeutic relationships. However, they also found that the patients did not consider humour as the only factor in developing this relationship, suggesting that it can be used along with many other communication tools. OR

According to Tanay, Wiseman, Roberts, and Ream (2014), the use of humour .......

OR

Tanay, Wiseman, Roberts, and Ream (2014) found that ......
A common plagiarism mistake

Using only one in-text reference at the beginning or end of a paragraph:

Researchers have observed non-compliance in the treatment of a wide variety of diseases. Studies report that 30-50% of all patients failed to take their medications over a long period of time. Other types of poor compliance include errors in dosage, mistakes in timing or sequence or taking medications for the wrong reasons (Cablova & Kejkrt, 2016).

*Every sentence that contains the work of others must be referenced
• Turnitin is a helpful tool when learning to paraphrase.
• Use it to review your paraphrasing and how similar it is to the original text to make sure you are not plagiarising.
• Learn how to read a Turnitin similarity report
Recommended Academic Skills Workshops

For structuring your writing and paraphrasing and synthesis:
  • Writing Academic Paragraphs
  • Paraphrasing
  • Integrating Others’ Ideas
  • Writing Essays
  • Academic Style
  • Reading and Notetaking
  • Referencing Using APA
  • Write Better Sentences
  • Make Your Writing Flow
Module 1 - Part 3: Academic Writing Style

Part 3: Academic Writing Style
ALL Program: next week

**Workshop 1:** Introduction, skills audit, expectations, managing my study, reading and notetaking, finding information and library searching

**Workshop 2:** Structuring your writing, paraphrasing and synthesis, APA referencing workshop

**Workshop 3:** Nursing assessments and academic style, managing information, introduction to Endnote

**Workshop 4:** Nursing assessments, academic integrity, reflection on the program

**TIMETABLE**

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Workshop</th>
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<tr>
<td>1</td>
<td>Wednesday 29 July</td>
<td>12:30-14:30</td>
<td>BB Collaborate</td>
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<tr>
<td>2</td>
<td>Wednesday 5 August</td>
<td>12:30-14:30</td>
<td>BB Collaborate</td>
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<tr>
<td>3</td>
<td>Wednesday 12 August</td>
<td>12:30-14:30</td>
<td>BB Collaborate</td>
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<tr>
<td>4</td>
<td>Wednesday 19 August</td>
<td>12:30-14:30</td>
<td>BB Collaborate</td>
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</table>
Academic skills centre support
How can we support you?

Lock it in by booking a 30-minute appointment with a learning adviser here: https://askus2.ecu.edu.au/s/article/000001642

Appointments can be online, by phone or face to face. (EAL, academic skills, numeracy)

Pop into an ASC with a quick question or email learningadviser@ecu.edu.au

Drop in to an assignment and referencing drop in session for 10 minutes with the Senior Learning Adviser, Librarian and Numeracy Adviser.
LEARNING SUPPORT DROP-INS

JOONDALUP

School Learning Support Drop-In sessions are offered throughout the semester. In these sessions, Learning Advisers will be able to assist you with your school's assignments, researching and referencing. You are encouraged to attend your school’s sessions, but general support will also be available in all sessions. Learning Advisers may spend around 10 minutes with you, depending on student numbers, focusing on a certain question or aspect of your assignment. Please bring a copy of your assignment instructions and draft. There is no need to book, just come along any time within the allocated timeslots.

Learning Support Drop-In sessions do not run during Mid-Semester Break.

Drop-Ins

<table>
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<tr>
<th>Business and Law Focus</th>
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</table>
Foundation Writing Course

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure, grammar and word use. The course can be completed online.

Click on the link above which will take you to the site with completion instructions. Work through all modules and quizzes to complete the course.

The resources and PowerPoints from the course are on this page.

Foundation Writing Course Resources: Read this first

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure.

https://blackboard.ecu.edu.au/webapps/blackboard/execute/courseMain?course_id=657327_1
Thank you. Questions?