

Faculty of Social Work Student Orientation

Academic Writing Session

Student Success Centre

April 2022



Agenda

I. Writing

- Opinion
- Evidence-based
- Descriptive
- Critical analysis

II. APA

- Formatting
- Citations

III. Academic integrity

- What is Academic Integrity?
- Common types of Academic misconduct
- Using sources ethically

Learning objectives

- Identify the differences between opinion and evidence-based writing
- Identify the differences between descriptive writing and critical analysis
- Understand critical analysis and know how to build an effective argument
- Cite and format papers using APA 7
- Understand academic integrity

I. Writing



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Types

Opinion

Evidence-
Based

Descriptive

Critical
Analysis

o•pin•ion *noun*

a view or judgment
formed about
something, not
necessarily based in
fact or knowledge



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Opinion

- Generally: States a claim and gives the writer's view on a topic
- Goals:
 - State a claim
 - Give the writer's view
- Elementary

Opinion, continued

- Trigger phrases:
 - I like...
 - I believe...
 - I think...
- Very few (if any) academic assignments will ask for **pure opinion**
- Important to remember when writing at the graduate level

Opinion, concluded

- “Op-eds”
- New York Times:
 - “It requires a clear thesis, backed by rigorously marshaled evidence, in the service of a persuasive argument.”
- Harvard University
 - “To be successful the columns must be grounded in solid research.”

Evidence-based writing

- Using outside sources to support your own ideas
 - Gives writing credibility
 - Strengthens argument
- Evidence must be:
 - Reliable
 - Relevant

Evidence-based writing, concluded

- General formula:
 - 1) Make a claim
 - 2) Provide credible evidence to support
 - 3) Analyze evidence to support claim
- Integrating evidence:
 - Quoting
 - Paraphrasing
 - Summarizing
- Signal phrases

Pure opinion versus evidence-based writing

- Both state an **argument**
- Evidence-based writing **reliable and relevant evidence** to support that argument in a logical manner

Descriptive writing

- Goal: describe something in a way that makes it clear for the reader to picture
- Detail-oriented

Descriptive writing, concluded

- Key concepts for descriptive writing:
 - Vivid sensory details
 - Figurative language
 - Precise language
 - Organization
- When describing something academic:
 - Provides background information
 - Lists or outlines how things are
- Forms of academic descriptive writing :
 - Expository essays

Critical analysis

- Goal: evaluate a work's position/effectiveness
- Must have detailed understanding of the work

Critical analysis: Sample outline

- **Introduction**
 - Background information
 - Title, author, publication information, statement of topic
 - Thesis statement (your argument)
- **Summary or description of work**
- **Evaluation/analysis**
 - Analyzing the effectiveness of the argument
- **Conclusion**

Descriptive writing versus critical analysis

Descriptive writing	Critical analysis
What happened	Why it's important
What the theory is	Identifies strengths and weaknesses
What methods were used	Compares/contrasts information
When something occurred	Form judgments
Describes details	Weighs importance overall and of details
Provides information	Links information together
Links information	Draws conclusions

Critical analysis, continued

- Remember, the goal is in the name
 - **Critically analyze the work**
 - Evaluate the work's effectiveness, including what it did well or did poorly
- You must be very familiar with the work

Forming an Argument:

- Use the surface level thoughts from “descriptive writing”
 - What is it about? What is the topic? What is the main point?
 - Where/when does it occur? Who is it about?
 - Who wrote this?
 - Who is it written for? Who would be interested?

Critical analysis, continued

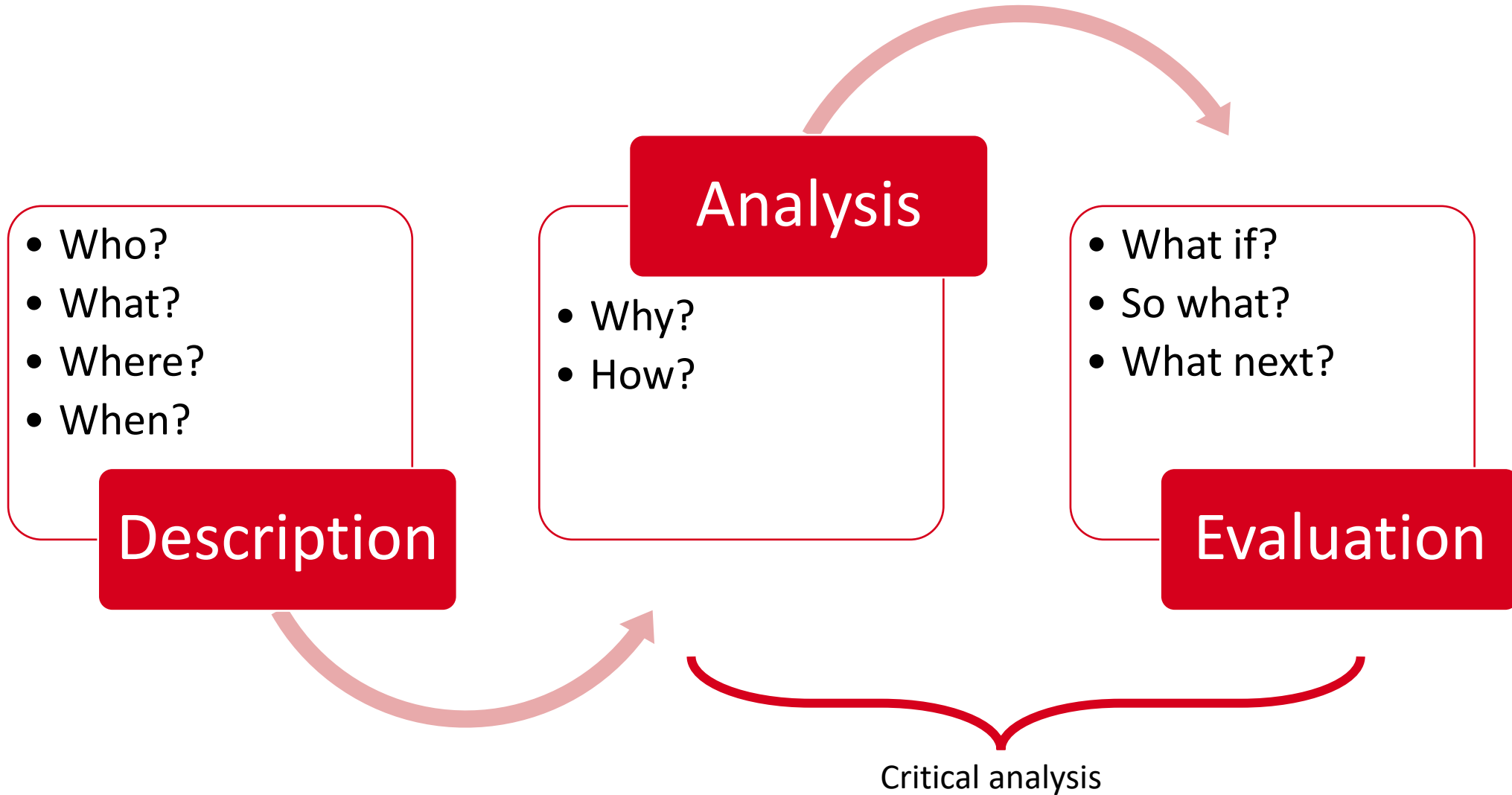
- Then, think **deeper**. How will you use the questions you just answered to form an argument about the piece?
 - How did this happen? How does it work? How does this affect what I already know (implications)? Why is this important?
 - Why did this happen? Why was this written?
 - How were the objectives achieved?
 - What assumptions underlie the piece?
 - What are the flaws? Is the line of reasoning sound?
 - Does the evidence support the conclusion?
 - What more do I need to know to evaluate the conclusion?
 - How can I transfer this to something else that I know or have learned?
 - So now what? What is next?
 - *These are critical questions!*

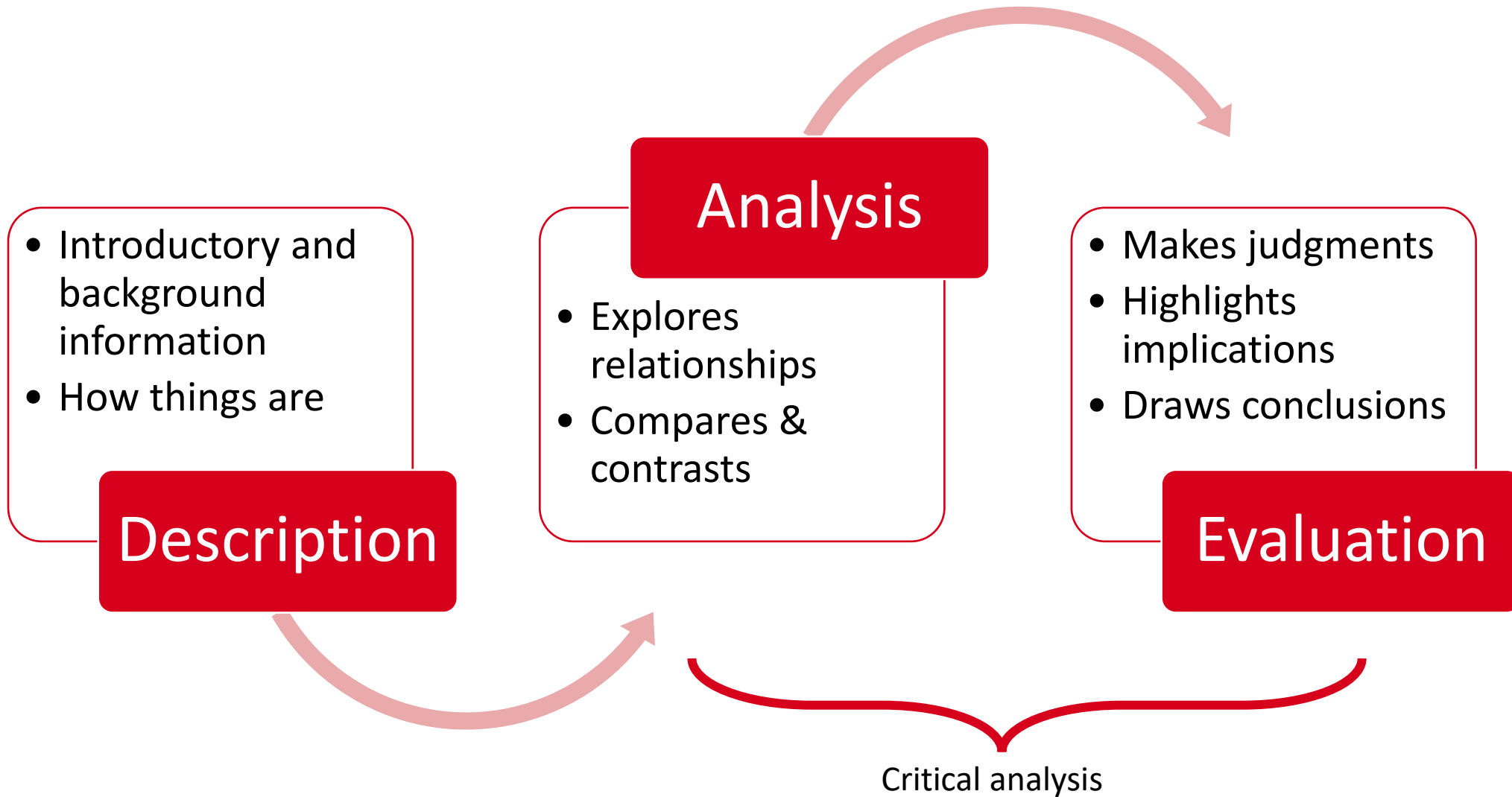
Critical analysis, continued

Sample Outline Revisited:

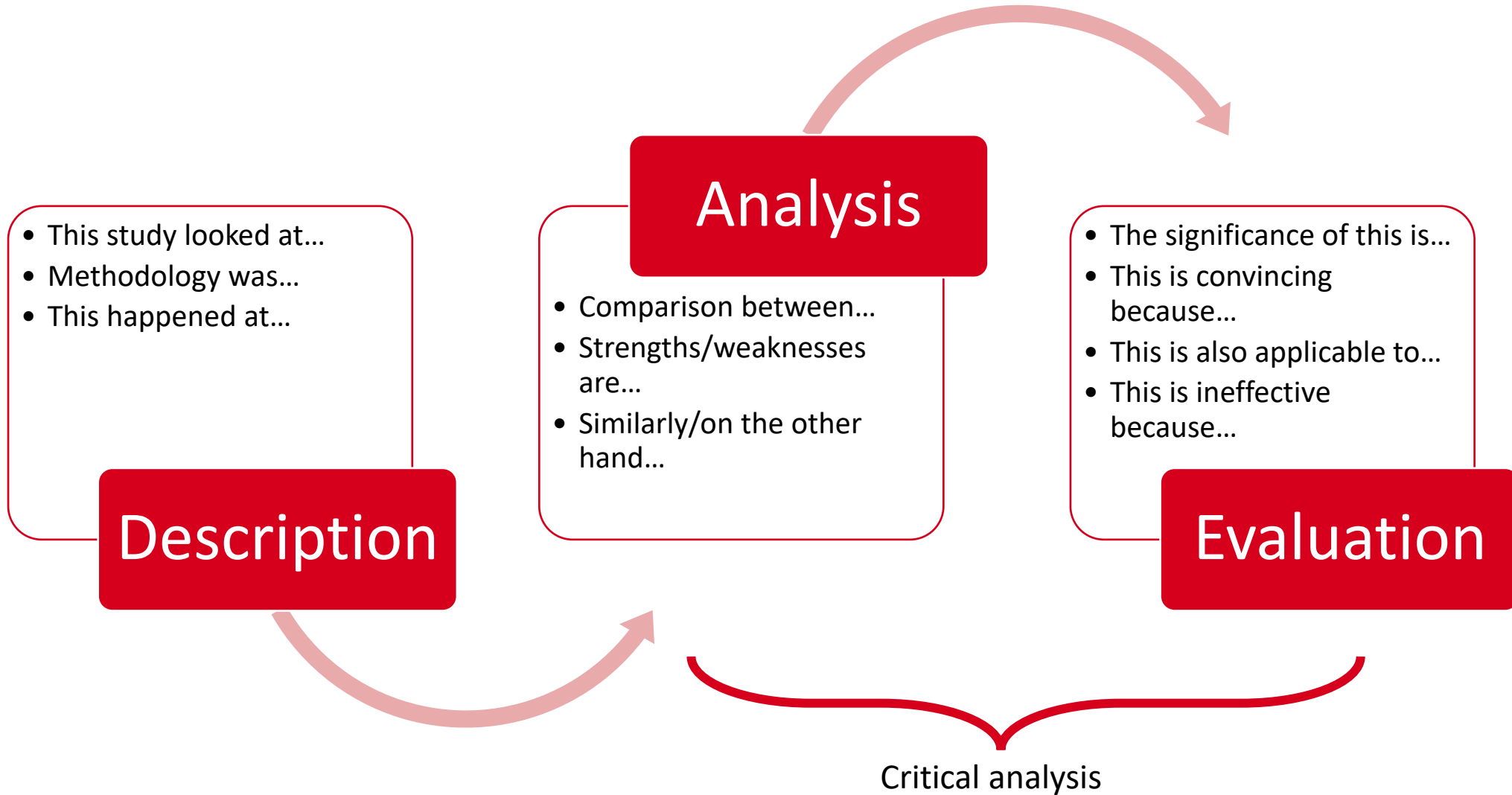
- Introduction
 - Title of work, author name, publication information
 - Main ideas of the work and author's argument
 - Your own thesis statement (argument, opinion, something with which can be disagreed)
- Summary
 - Summary and outline of main ideas of work
- Analysis — bulk of paper
 - Critically state argument
 - Provide specific examples
 - Assess if author achieved their goal
- Conclusion:
 - Restate thesis
 - Summarize main ideas

Fitting it all together





Fitting it all together, continued



Fitting it all together, concluded

- Let's revisit the sample outline of **critical analysis**

- Introduction

- Title of work, author name, publication information
- Main ideas of the work and author's argument
- Your own thesis statement
 - (argument, opinion, something with which can be disagreed)

- Summary

- Summary and outline of main ideas of work

- Analysis — bulk of paper

- Critically state argument
- Provide specific examples
- Assess if author achieved their goal

- Conclusion:

- Restate thesis
- Summarize main ideas



Opinion

Descriptive

Critical Analysis (with evidence-based writing)

II. APA



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Introduction to APA

- *APA Publication Manual*
- Refers to:
 - Style/format
 - References
- Most can easily & quickly be found online
- *Publication Manual of the American Psychological Association (7e)*
- Can find simplified guides/advice on university sites:
 - <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/23/apa-7th-ed%20updated.pdf>
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

General formatting

- Typed
- Double-spaced
- Standard-sized letter paper
- 1'' margins all around
- Running head
 - Title (all capital letters, left justified, ≤50 words)
 - Page number (right justified)
- Legible font

General formatting, continued

- Title page:
 - Title of paper (boldface)
 - Author's name
 - Institution
 - Course number & name
 - Instructor name
 - Assignment deadline

Citations

- You must cite when (non-exhaustive):
 - Quote 2 or more words verbatim (or one word if used in a way unique to source)
 - Introduce facts you found in a source
 - Paraphrase or summarize ideas, interpretations, or conclusions
 - Introduce information not common knowledge
- “Citation” refers to:
 - In-text citations; and
 - Reference lists.

APA requires both!

In-text citations

- Three elements:
 - Author
 - Date
 - Page(s) (unless referring to general idea)
 - If no page, use “para.” if possible

Examples:

“The quick brown fox jumped over the lazy dog” (Brown, 2020, p. 51).

“The quick brown fox jumped over the lazy dog” (Brown, 2020, pp. 52–55)

“The quick brown fox jumped over the lazy dog” (Brown, 2020, para. 2)

In-text citations: short quotes

- Short quotes ≤ 39 words are included normally in the text
- Signal phrase

According to Brown (2020), “the quick brown fox jumped over the lazy dog” (p. 51).

Brown (2020) noted that “the quick brown fox jumped over the lazy dog” (p. 51).

In-text citations: long quotes

- Quotes of 40+ words are in block style, indented one-half inch.

Brown's (2020) study found the following:

The quick brown fox jumped over the lazy dog. The quick brown fox jumped over the lazy dog. The quick brown fox jumped over the lazy dog. The quick brown fox jumped over the lazy dog. The quick brown fox jumped over the lazy dog. (p. 51)

In-text citations: author and date issues

- If two authors:
 - (Brown & Jones, 2020)
- If three or more authors:
 - (Brown et al., 2020)
- If no author:
 - Use full title if using a signal phrase
 - Use first 1 or 2 words if using parentheses
- If institutional author:
 - (Centers for Disease Control and Prevention [CDC], 2020)
 - (CDC, 2020)
- If no date:
 - (Brown, n.d., p. 51)

Reference lists

- Goal: provide the information necessary for a reader to find the source
- Must include each source cited in the paper
- End of paper, new page
- Type **References** in bold, centered at top of page
- All lines after first for each citation should be indented one-half inch
- Use author's last name and first/middle initials (e.g., "Brown, S.")
- Cite all authors up to 20 (no "et al." here)
- Alphabetized

Reference list, continued

18

References

- Amrein-Beardsley, A., & Holloway, J. (2017). Value-added models for teacher evaluation and accountability: Commonsense assumptions. *Educational Policy*, 33(3), 516–542.
<https://doi.org/10.1177/0895904817719519>
- Ballou, D., & Springer, M. G. (2015). Using student test scores to measure teacher performance. *Educational Researcher*, 44(2), 77–86. <https://doi.org/10.3102/0013189x15574904>
- Ballou, D., Sanders, W., & Wright, P. (2004). Controlling for student background in value-added assessment of teachers. *Journal of Educational and Behavioral Statistics*, 29(1), 37–65.
<https://doi.org/10.3102/10769986029001037>
- Robbins, S., & Judge, T. (2019). *Organizational behavior*. Pearson Education Limited.
- Whitehead, M. (n.d.). *Teachers look at supervision - ASCD*.
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195211_whitehead.pdf

Reference list, concluded

- Book:
 - Author, X.Y. (Year of publication). *Title*. Publisher Name.
- Journal entry:
 - Author, X.Y. (Year of publication). Title of article. *Title of Journal*, volume(issue), pages.
- Website:
 - Author, X.Y. (Year, Month Date). *Title of page*. Website name. URL
 - If no author → *Title of page* begins

III. Academic Integrity



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Consider this.... You are an instructor....

You tasked students to write a paper on:

***A Social Work Intervention Addressing
Moral Distress among ICU Nurses.***

**The next slide is an extract from one
paper**

Utilization of intensive care units (ICUs) in the United States continues to increase, rising at thrice the rate of general hospital stays between 2002 and 2009, with large, academic medical centers adding ICU beds at the highest rates. Although more than 80% of those living with chronic diseases express wishes not to be hospitalized or to receive critical care interventions at the end of life the number of Medicare recipients with cancer, dementia, or chronic obstructive pulmonary disease (COPD) who spent at least a week in an ICU during the last month of life increased significantly from 2000 to 2009, from 24.3 to 29.2%.

What's missing?
And why is that important?

Introduction

Utilization of intensive care units (ICUs) in the United States continues to increase, rising at thrice the rate of general hospital stays between 2002 and 2009, with large, academic medical centers adding ICU beds at the highest rates.

Although more than 80% of those living with chronic diseases express wishes not to be hospitalized or to receive critical care interventions at the end

of life the number of patients with chronic obstructive pulmonary disease, heart failure, or chronic kidney disease who are admitted to an ICU during the last month of life increased significantly from 2000 to 2009, from 24.3% to 29.2%

How do you know?

Where did this come from?

Is it current?



Reflective Debriefing: A Social Work Intervention Addressing Moral Distress among ICU Nurses

Emily D. Browning and Jourdan S. Cruz

Utilization of intensive care units (ICUs) in the United States continues to increase, rising at thrice the rate of general hospital stays between 2002 and 2009 (Barrett, Smith, Elixhauser, Honigman, & Pines, 2014), with large academic medical centers adding ICU beds at the highest rates (Wallace, Seymour, & Kahn, 2017). Although more than 80% of those living with chronic diseases express wishes not to be hospitalized or to receive critical care interventions at the end of life (Dartmouth Atlas of Health Care, 2012), the number of Medicare recipients with cancer, dementia, or chronic obstructive pulmonary disease (COPD) who spent at least a week in an ICU during the last month of life increased significantly from 2000 to 2009, from 24.3 to 29.2% (Teno et al., 2013). Hospice enrollment may significantly

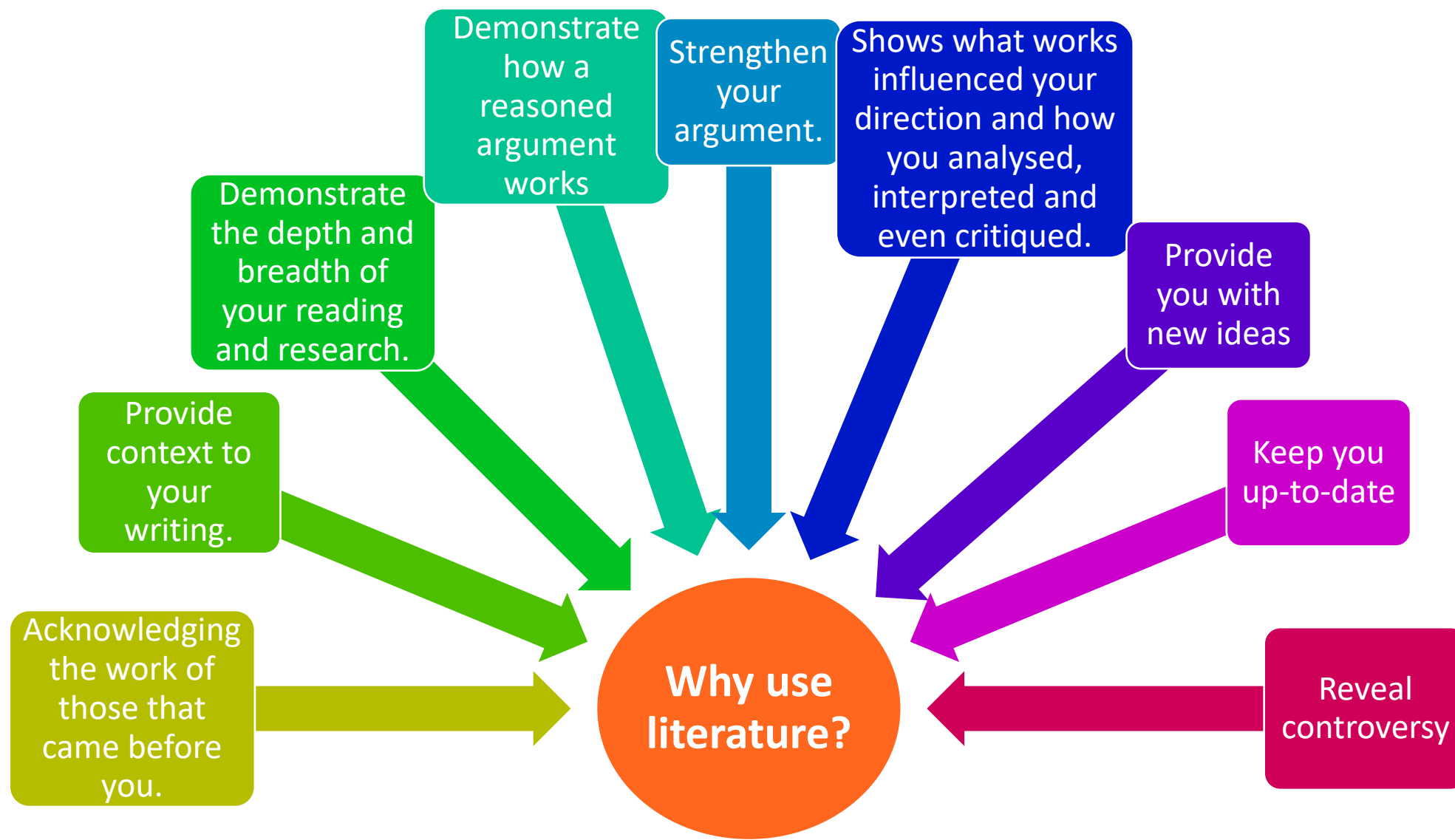
References

- Allen, R., Judkins-Cohn, T., deVelasco, R., Forges, E., Lee, R., Clark, L., & Procunier, M. (2013). Moral distress among healthcare professionals at a health system. *JONA's Healthcare Law, Ethics, and Regulation*, 15(3), 111–118. doi:10.1097/nhl.0b013e3182a1bf33
- American Association of Critical Care Nurses (AACN). (2008). *AACN public policy position statement: Moral distress*. Retrieved from http://www.aacn.org/WD/Practice/Docs/Moral_Distress.pdf
- American Association of Critical Care Nurses (AACN) from AACN Ethics Work Group. (2004). *The 4 A's to rise above moral distress*. Aliso Viejo, CA: AACN.
- Andrews, M. (2016, September 30). *Most hospital palliative care programs are understaffed*. *Kaiser Health News*. Retrieved from <http://khn.org/news/most-hospital-palliative-care-programs-are-understaffed/>

Why do we use the
words and ideas from
others?

Add to
the chat





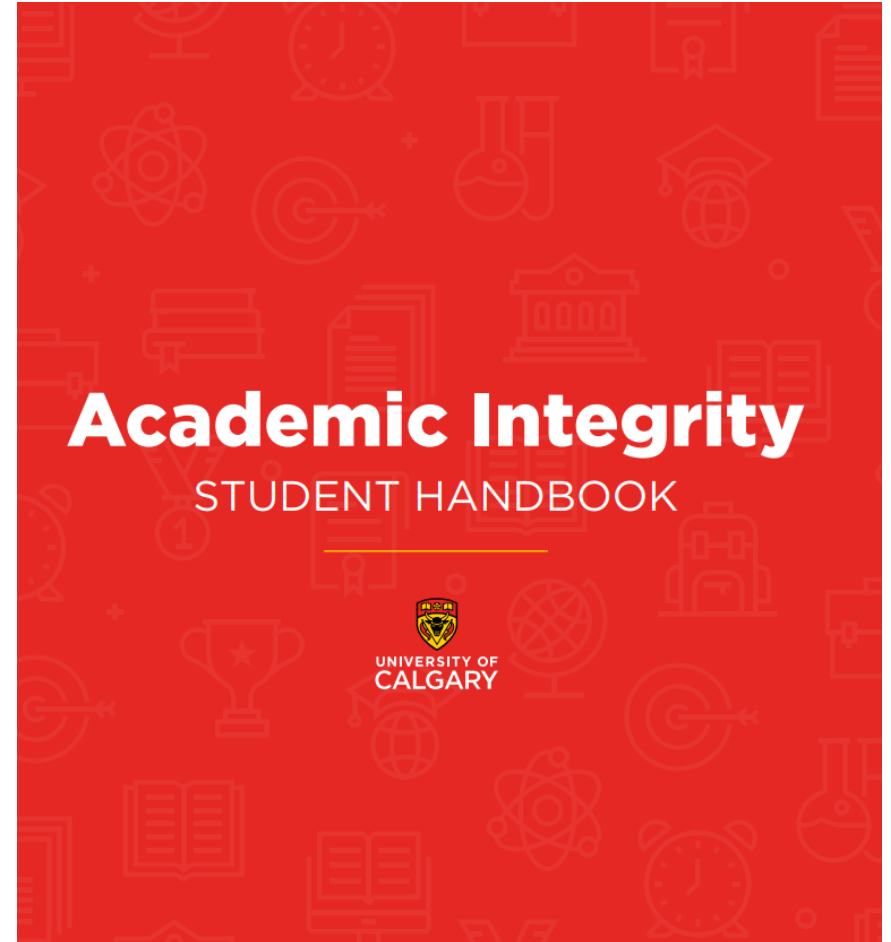
Why is this important?



What is Academic Integrity?

Academic integrity is fundamental in the development and acquisition of knowledge

- Maintaining academic integrity ensures that the work you submit for academic credit is a **true and accurate representation of your ability.**
- Academic integrity ensures societal trust in post-secondary education, post-secondary institutions and graduates.



[Link to Handbook](#)

Types of Academic Misconduct

Cheating

Unauthorized
Assistance

Fabrication

Plagiarism

Falsification

Exam
Regulations

Instructors
expectations
of conduct

Plagiarism

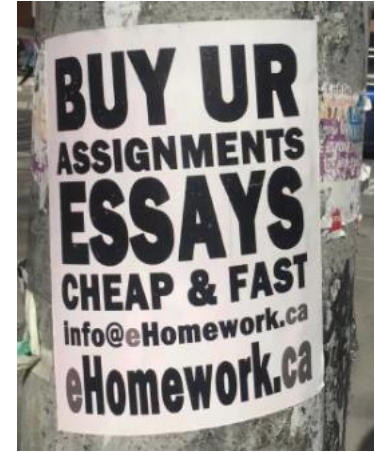


Plagiarism

Presenting the ideas, expression of ideas or work of **another individual** as the Student's **own**.

Examples of Plagiarism


- Purchasing or otherwise acquiring work and submitting it as your own original work (contract cheating).
- Using all or a portion of someone else's work without appropriate acknowledgement, (failing to quote, paraphrase or cite correctly).
- Submitting prior work for evaluation in another course, or in a subsequent attempt of the same course, without the express approval of the Instructor teaching the second course, or subsequent attempt (self plagiarism).



Contract Cheating

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★★★★★

 Sitejabber 4.4
★★★★★

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★★★★★

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customer reviews

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success rate

HIRE



Dr. Karlyna PhD
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★★★★★

708
finished papers


545
customer reviews

99%
success rate

HIRE

Don't miss the chance
to chat with the experts.
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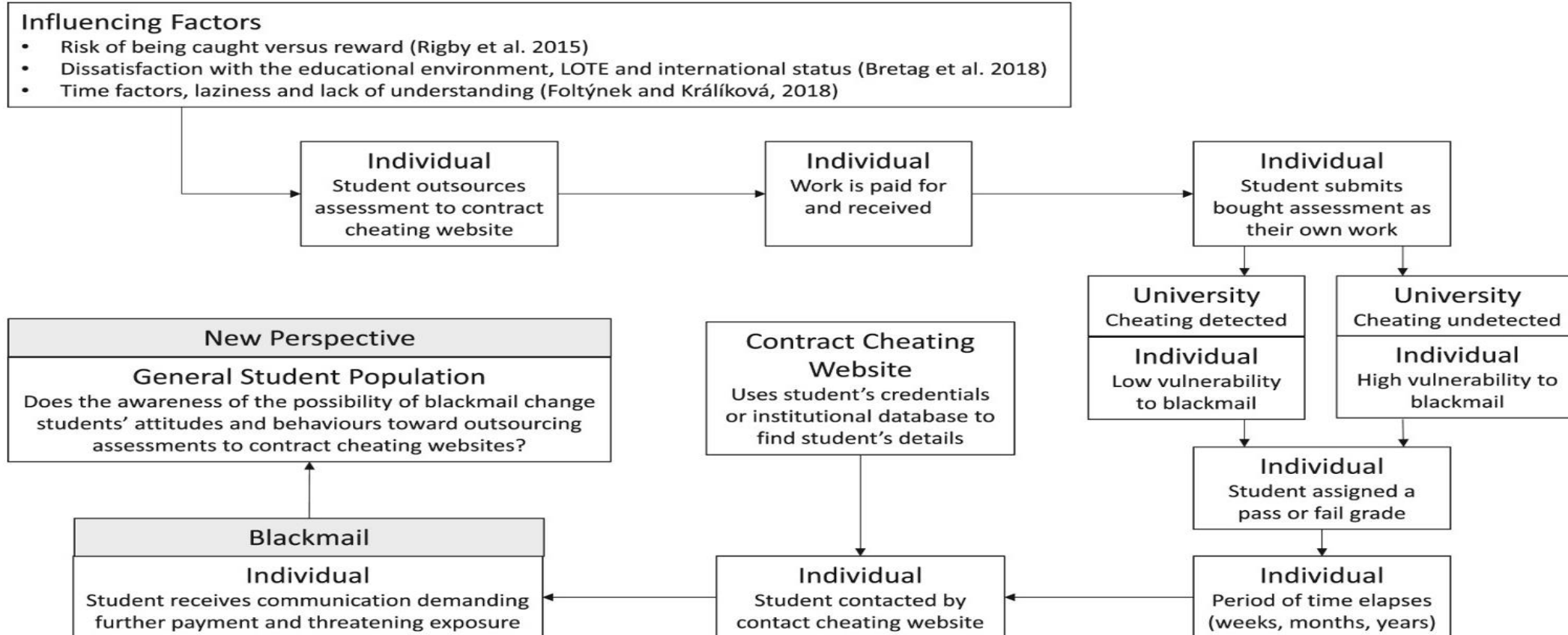
LET'S START

 Let's Chat

Contract cheating and blackmail: a risky business?

Jonathan Yorke , Lesley Sefcik , and Terisha Veeran-Colton 

Office of the Academic Registrar, Curtin University, Bentley, Australia



Accidental Plagiarism



Self Plagiarism

Attempting to gain academic credit twice for the same piece of work.

Misleads the reader: presenting old content as new.



- Recycling or reusing your own work without citation.
 - Handing in a paper that you've submitted in another class.
 - Copying over paragraph(s), or the entire work.
 - Reusing data from an undergrad thesis in your masters thesis without citing the original work.
- **Don't reuse those old assignments** (even if you failed the course)
- **Talk to your instructor** They can tell you if its acceptable

How do we *ethically* use sources in our writing?

Add to
the chat



Quoting & paraphrasing

Integrating Ideas: Paraphrasing

- **What does it mean to paraphrase?**
 - 1) **To put someone else's ideas into your own words**
 - Includes new kinds of **sentence structures, phrases, and/or language** to communicate what you think an author means
- Plotnick, J. (n.d.). *Paraphrase and summary*. University of Toronto—University College Writing Centre. <https://www.uc.utoronto.ca/paraphrase>

Integrating Ideas: Paraphrasing

- **What does it mean to paraphrase?**
 - 2) **To ascribe the same level of detail or description** to your paraphrase that authors give to their ideas
- Plotnick, J. (n.d.). *Paraphrase and summary*. University of Toronto—University College Writing Centre. <https://www.uc.utoronto.ca/paraphrase>

Integrating Ideas: Paraphrasing

- **What does it mean to paraphrase?**
 - **3) To excise information that is not relevant to what it is you want to say**
- Plotnick, J. (n.d.). *Paraphrase and summary*. University of Toronto—University College Writing Centre. <https://www.uc.utoronto.ca/paraphrase>

Integrating Ideas: Quotation

- **What does it mean to quote?**
 - Write the exact words from someone else's work.
 - Use quotation marks to indicate what is the referenced text.

Signal Phrases

- What are they?
- Words/phrases that explicitly reference the author/s of a text to demonstrate the indebtedness of your ideas (analysis, interpretation, review, etc.).

Signal Phrases: Examples

- “**According to** [author A]...”
- “[Author B] **states that**...”
- “**While** [author C] **is correct about**...”
- “[Authors D, E, and F] **disagree with the literature** because...”
- “Our findings **correspond with the results generated by** [authors G and H]...”
- <http://www.phrasebank.manchester.ac.uk/>

Integrating Seamlessly



Embedding source material into a paragraph

- 1. Topic sentence.** Help the reader to understand the purpose of the paragraph. Contextualize the information introduced. Be clear to the reader about how it fits into the topic being discussed.
- 2. Introduce the source.** Use signal phrases to signal to the reader that source material is being introduced. Sentence structure templates can provide alternative and new formats.
- 3. Use the source material and cite.** Use the required material (quote, summarize or paraphrase). Remember the in-text citation and the information in the reference list.
- 4. Analyze the source material.** The source must be analyzed. Be clear as to why the source was chosen. What is its relevance?

Resources

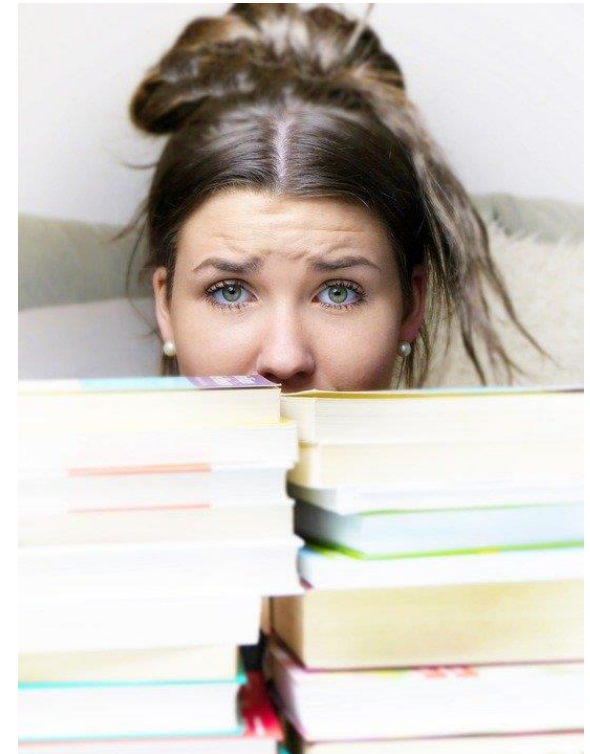


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Writing Support Services & Academic Development Specialists

You are not alone!

- In-Person and Online Writing Support
- Online Writing Resources/Factsheets
- Academic Development Specialists and Academic Strategists



Book at <https://careerlink.ucalgary.ca> and click on Student Success Centre

<https://www.ucalgary.ca/student-services/student-success/writing-support>

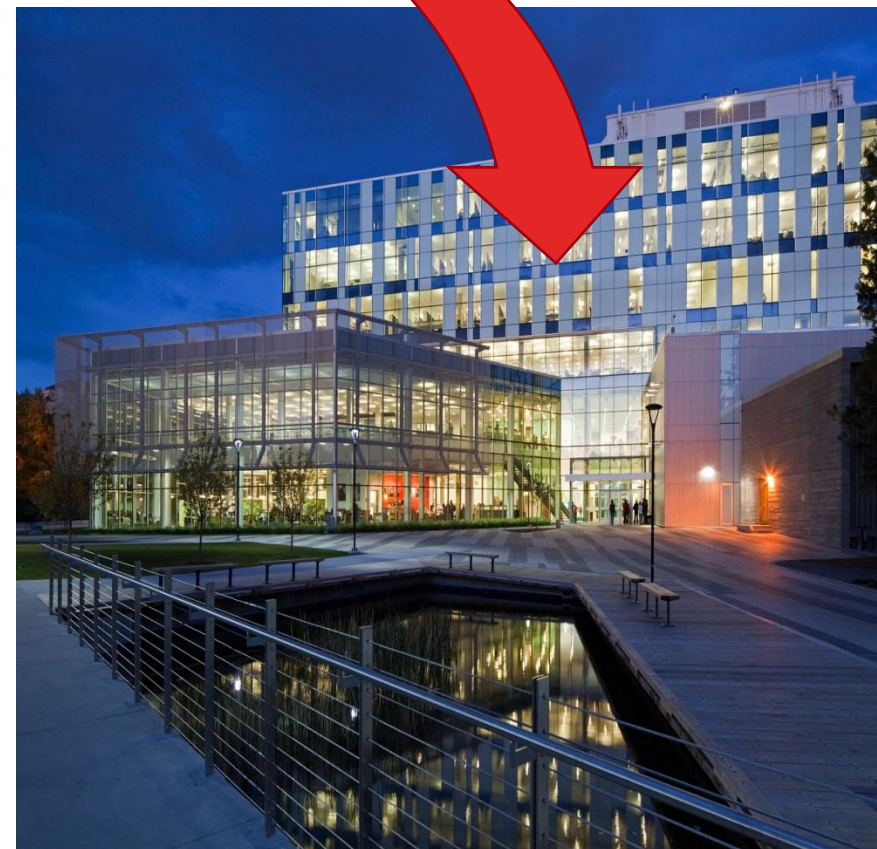
<https://www.ucalgary.ca/student-services/student-success/learning-support/academic-development>



STUDENT SUCCESS CENTRE

Come visit us!

**3rd Floor of the Taylor Family
Digital Library (TFDL)**



One-on-one Writing Appointments (appointments calendar):

- Available 7 days/Week (During Fall & Winter Terms)
- Students can book up to 2 appointments/week
- Appointments are available in-person or online (via Zoom)

Writers' Space (SSC events calendar):

- Drop-in sessions
- Feedback from a tutor
- Sensory-friendly options

Writing Workshops



Come visit us!

Grad Success Week

May 1–3, 2023

Grad Success Week offers three days of seminars and panels for graduate students. Network with fellow students, learn how to enhance your research and writing, or participate in wellness activities to maintain your wellbeing.



SCAN ME

<https://www.ucalgary.ca/student-services/student-success/events/grad-success-week>

Contacts:

<https://www.ucalgary.ca/student-services/student-success/writing-support>

- Contact wconline@ucalgary.ca with writing support inquiries

Questions?