

Faculty of Social Work Student Orientation

Academic Writing Session

Student Success Centre

April 2024



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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

I. Writing



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Types

Opinion

Evidence-
Based

Descriptive

Critical
Reflection

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...
 - X is the best...
 - Y is my favorite...
- Very few (if any) academic assignments will ask for **pure opinion**

Evidence-based writing

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

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 Reflection

- Goal: Integrate experience and academic content to analyze experiences/topics/opinions
- Must apply critical thinking and evidence from literature to reflection in order to explore the complexity of issues

DEAL Model for Critical Reflection

Describe

- **Describe** the experience **objectively** focusing on:
 - When, where and how did the experience occur?
 - Who was included/excluded from the experience?
 - What actions were involved/what communication took place?

Examine

- **Examine** the experience **critically** focusing on:
 - What academic material (e.g. course materials, lectures, scholarly literature, concepts theories, etc.) is significant to understanding this experience?
 - How did the academic material relate to the experience?
 - How did you employ academic skills to the experience?
 - Were there any gaps/differences between theory and experience? If so, what factors might account for these?

Articulate Learning

- **Express** what you learned from the experience and examination focusing on:
 - Growth/understanding of concepts that resulted from the experience
 - Moving from the specific experience to general principles
 - Importance of learning and future application/goals

Critical Reflection Paper: Sample Outline

Introduction

- Background information/Context of topic
- Overview of experience
- Thesis statement (your argument)

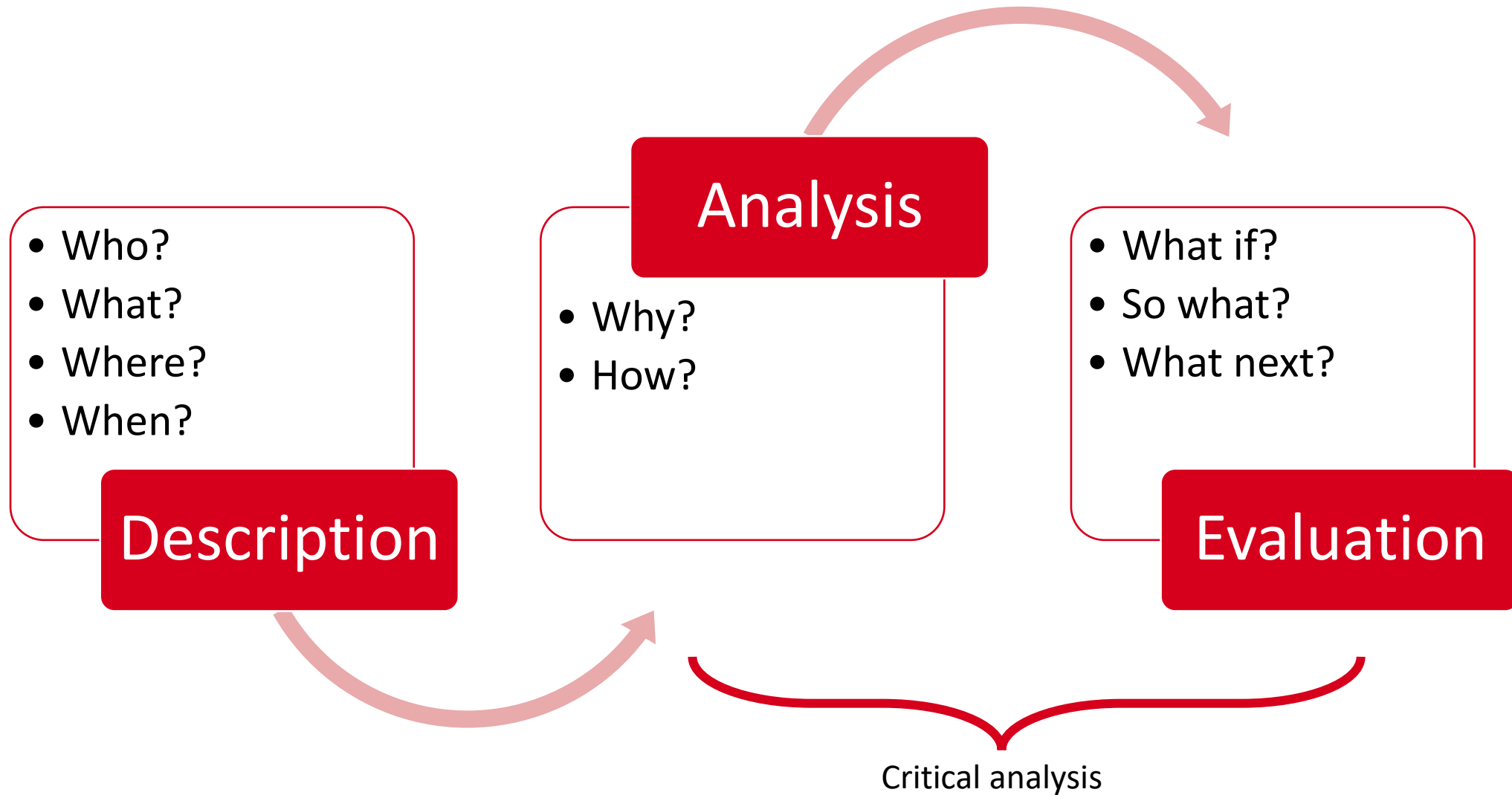
Body

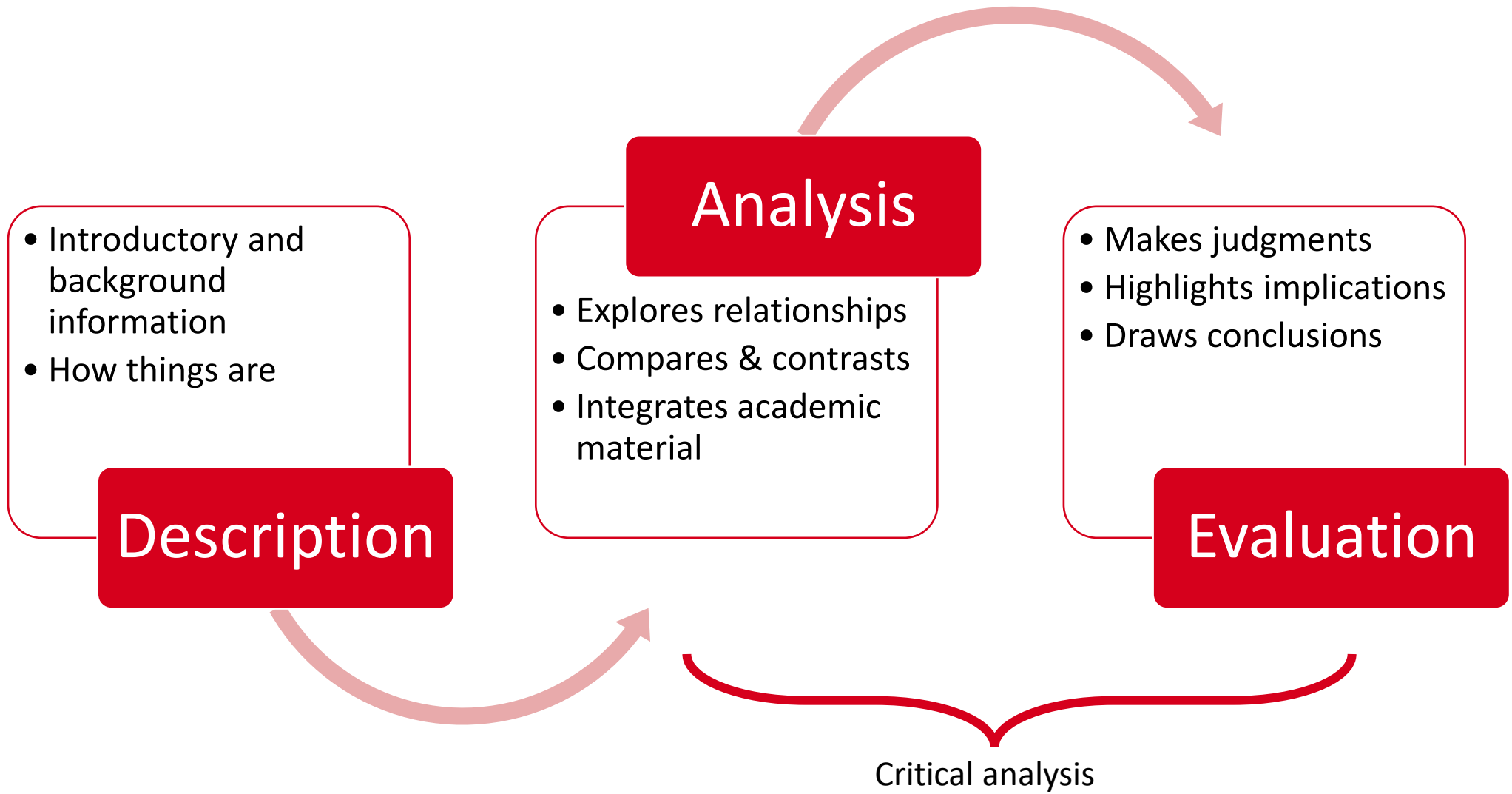
- Several paragraphs each centered around a particular aspect of the topic/experience:
 - Paragraph:
 - Introduce paragraph topic
 - Discuss former opinion/experience
 - Analysis (scholarship, learning resulting from experience, changes in position)

Conclusion

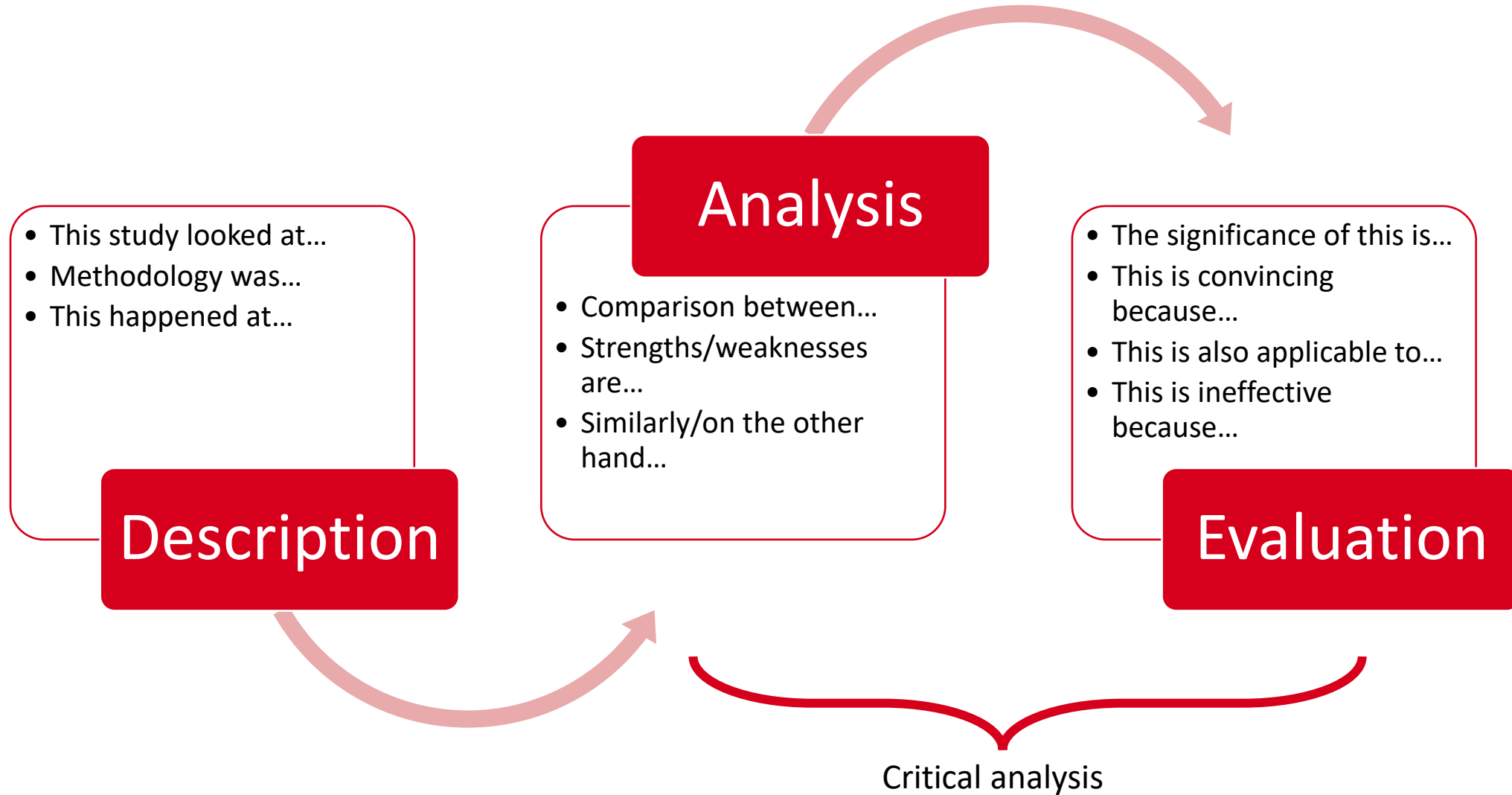
- Summary and synthesis
 - Discuss significance of experience/learning
 - Discuss general principles that can be drawn from specific experience
 - Discuss future actions/goals/approaches arising from learning

Fitting it all together





Fitting it all together, continued



Fitting it all together, concluded

Introduction

- Background information/Context of topic
- Overview of experience
- Thesis statement (your argument)

Body

- Several paragraphs each centered around a particular aspect of the topic/experience:
 - Paragraph:
 - Introduce paragraph topic
 - Discuss former opinion/experience
 - Analysis (scholarship, learning resulting from experience, changes in position)

Conclusion

- Summary and synthesis
 - Discuss significance of experience/learning
 - Discuss general principles that can be drawn from specific experience
 - Discuss future actions/goals/approaches arising from learning



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, or chronic

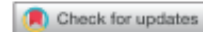
How do you know?

or chronic
week in an ICU

during the last month of life increased significantly from 2000 to 2009, from 24.3 to 29.2%

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

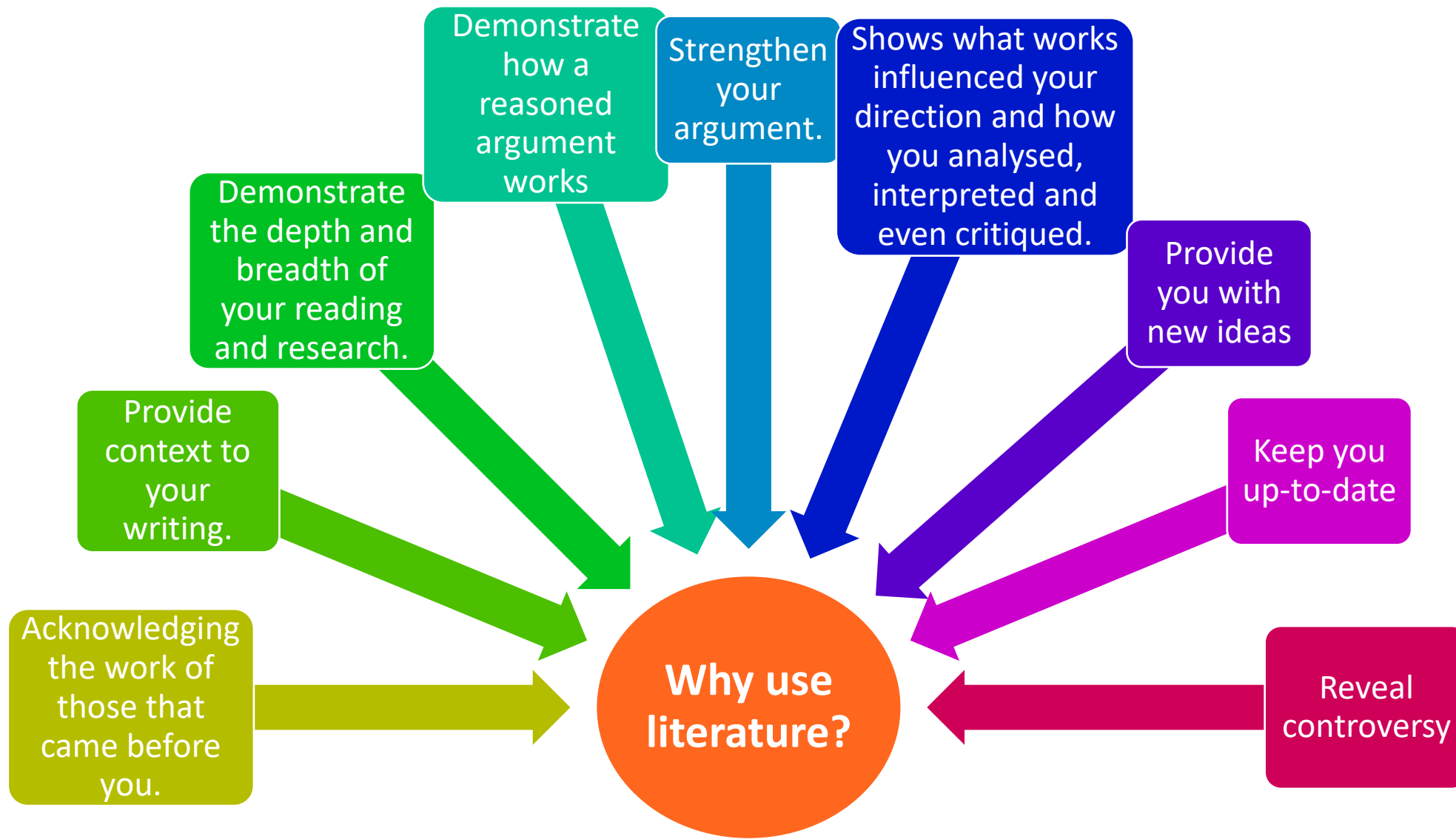
Utilization of intensive care units (ICUs) in the United States continues to increase, rising at thrice the rate of general hospital stays between 2002 and 2009 (Barrett, Smith, Elixhauser, Honigman, & Pines, 2014), with large academic medical centers adding ICU beds at the highest rates (Wallace, Seymour, & 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., & Procnier, 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?





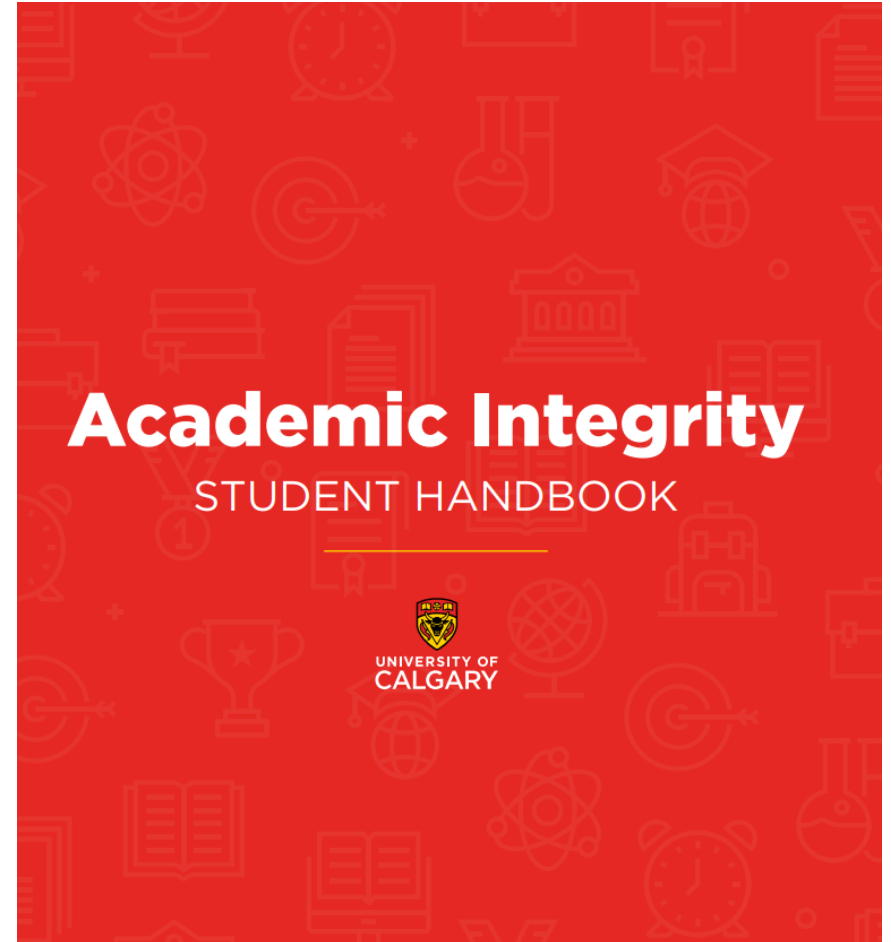
Why is this important?



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

Contract Cheating

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Let's Chat

Accidental Plagiarism

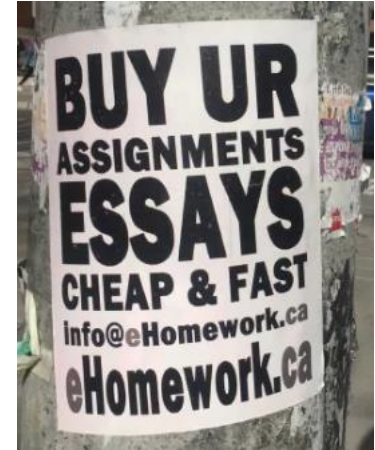


Plagiarism

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).



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



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/>



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, summary 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?

Academic Integrity

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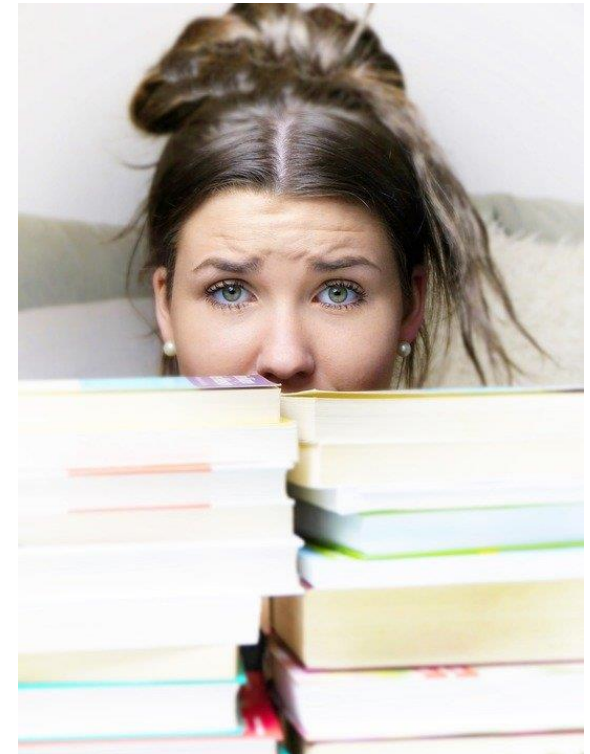
Resources



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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>

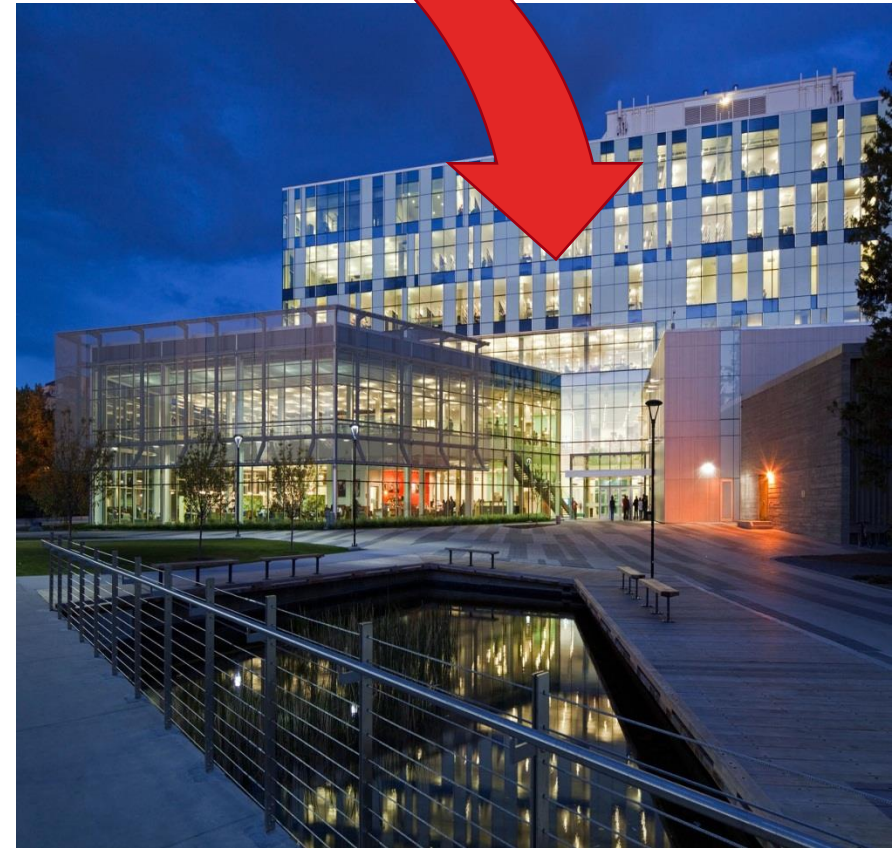


STUDENT SUCCESS CENTRE



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) at different times: 9 a.m. – 9 p.m.
- 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

Writing Workshops

- Foundational Series
- Focused Series
- Online and in-person options available
- Gain digital badges for participation



Come visit us!

Contacts:

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

What if no appointments are available?

- At times, we receive last-minute cancellations
- Keep an eye on the Writing Support schedule!
- Contact wconline@ucalgary.ca with writing support inquiries

Questions?