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 reflection
• Understand critical reflection and know how to build an effective argument
• Cite and format papers using APA 7
• Understand academic integrity
I. Writing
Types

Opinion

Evidence-Based

Descriptive

Critical Reflection
opinion  *noun*

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

• 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 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

Adapted from: https://uwaterloo.ca/writing-and-communication-centre/critical-reflection
Fitting it all together

Description
- Who?
- What?
- Where?
- When?

Analysis
- Why?
- How?

Evaluation
- What if?
- So what?
- What next?

Critical analysis
Description

- Introductory and background information
- How things are

Analysis

- Explores relationships
- Compares & contrasts
- Integrates academic material

Evaluation

- Makes judgments
- Highlights implications
- Draws conclusions

Critical analysis
Fitting it all together, continued

Description

- This study looked at...
- Methodology was...
- This happened at...

Analysis

- Comparison between...
- Strengths/weaknesses are...
- Similarly/on the other hand...

Evaluation

- The significance of this is...
- This is convincing because...
- This is also applicable to...
- This is ineffective because...

Critical analysis
Fitting it all together, concluded

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II. APA
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://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

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

\textbf{Brown} (2020) \textbf{noted that} “the quick brown fox jumped over the lazy dog” (p. 51).
• 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
References


• Book:
  • Author, X.Y. (Year of publication). *Title*. Publisher Name.

• Journal entry:

• Website:
  • Author, X.Y. (Year, Month Date). *Title of page*. Website name. URL
    • If no author ➔ *Title of page* begins
III. Academic Integrity
You tasked students to write a paper on:


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 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%.

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 three times 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


Why do we use the words and ideas from others?
Why use literature?

- Acknowledging the work of those that came before you.
- Provide context to your writing.
- Demonstrate the depth and breadth of your reading and research.
- Demonstrate how a reasoned argument works.
- Strengthen your argument.
- Shows what works influenced your direction and how you analysed, interpreted and even critiqued.
- Provide you with new ideas.
- Keep you up-to-date.
- Reveal controversy.
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 and blackmail: a risky business?

Jonathan Yorke, Lesley Sefick, and Tarisha Veeran-Colton
Office of the Academic Registrar, Curtin University, Bentley, Australia

Influencing Factors
- Risk of being caught versus reward (Rigby et al. 2015)
- Dissatisfaction with the educational environment, LOTE and international status (Bretag et al. 2018)
- Time factors, laziness and lack of understanding (Foltýnek and Králíková, 2018)

New Perspective
General Student Population
Does the awareness of the possibility of blackmail change students’ attitudes and behaviours toward outsourcing assessments to contract cheating websites?

Blackmail
Individual
Student receives communication demanding further payment and threatening exposure

Contract Cheating Website
Uses student’s credentials or institutional database to find student’s details

Individual
Student submits bought assessment as their own work

University
Cheating detected
Individual
Low vulnerability to blackmail

University
Cheating undetected
Individual
High vulnerability to blackmail

Individual
Student assigned a pass or fail grade

Individual
Period of time elapses (weeks, months, years)
Accidental Plagiarism
Self Plagiarism

• 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

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

Misleads the reader: presenting old content as new.
How do we *ethically* use sources in our writing?
Quoting & 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](https://www.uc.utoronto.ca/paraphrase)
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](https://www.uc.utoronto.ca/paraphrase)
• 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](https://www.uc.utoronto.ca/paraphrase)
• **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.
• **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, 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
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
Come visit us!

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

www.ucalgary.ca/ssc
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?