Developing Academic Writing

How do I cite sources?
How do I write paraphrases?
Style sheets

• Many journals have own style
  – Headings, format
  – How to write citations

• Not worth memorizing every detail
Style sheets

• Three commonly used styles
  – Chicago (sciences, humanities)
  – APA (psychology, social science, education)
  – MLA (literature, arts and humanities)
Citing sources

• Every citation has two parts
  – In-text
  – Usually parenthesis; occasionally footnotes

• After the text
  – Bibliography (aka References, Works cited, etc.)
“Sino-Japanese was the form of writing used in official documents, criticism and exposition, history and critical essays, early Meiji translations of western literature and in general in upper class education” (Gottlieb 2005, 41). [...] According to Morita, “Most students have little experience in distinguishing features of different varieties of English” (2010, 69).
References


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APA

References


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Works Cited


"Print" for books, magazines; "Web" for web

Year near the end
Citing sources

• AGAIN: Memorizing every detail not worth it
  – (I look at a published paper & copy style.)

• Be consistent.
  – Probably mistakes, but consistent mistakes

• When in doubt, ask.
Citations

• Always be consistent
  ...except when the style sheet says not to be.

• **MLA Style**
Citations

• Include all of the required information
  ...except when it doesn’t exist.

• APA Style


No named author
No date
Citations

- Include the same information you would for a book or article (as much as you can) when citing a web site or PDF.

- Chicago author-date style

Citations

• Include the same information you would for a book or article (as much as you can) when citing a web site or PDF.

• **Chicago author-date style**


No author. Often some information will be missing from the web page.
Where is the information I need to cite?

Browser “meta” information

Top of the page

Bottom of the page

Citations

NORTHERN SAW-WHET OWL (Asio acadius)

Because of their nocturnal nature, owls can be tricky to locate. But with a bit of detective work, this is one little owl you just might be able to find.

The Northern Saw-whet Owl ranges over much of North America, so your chances are good that one might live near you. Use your observation skills and see if you can track one down. Pay attention to the clues; first listen. Do you hear a repeated, monotonous whistle, especially at night in late winter or spring?

Follow your ears to the next clue. Is the sound getting closer?

Now look down, especially at the base of coniferous trees. Saw-whet owls leave lots of evidence beneath their favorite perching trees. All owls regurgitate the undigestable parts of their food, coughing up grayish pellets, filled with fur, feathers, and bones. And, like all animals, owls also defecate, leaving

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Quoting

• Use the exact words from your source.
• Think about why you are using the source’s words.
  – There are many valid reason to quote a source.
  – “It’s good English” is not a valid reason.
• Never change the intent of the source.
• Mark any changes in words or grammar.
Quoting

“This finding demonstrates that [university students] also need to be guided on good and bad practice in the performance of group work” (Dawson and Overfield 2006, p. 13)

• If you add words, put them in square brackets.
Quoting

“With so many things to do... many students put off assignments that do not interest them” (Harris 2004, p. 1).

• If you omit words, use an elipsis (... ) to show this.
Quoting


• If there is a mistake that you don’t (or can’t) correct, mark it with the Latin word *sic*. 
Quoting

Works Cited

Dawson, Maureen, and Joyce Overfield. 2006. “Plagiarism: Do students know what it is?” Bioscience Education 8.


Quoting

• Why are you quoting? How do this other author’s words fit into your argument?

• Explain – in your own words – why the quotes fit your argument or what the quoted material explains.
Paraphrasing

• Restate ideas from the source in your own words.
• Don’t forget the citation.
• Don’t change the meaning.
• Don’t just change one or two words.
  – Professor Nilep’s “rule of thumb”: More than four of the same words in the same order is copying. Change more, or else use an exact quotation.
Paraphrasing

1. Make note of the main ideas in the original.
2. Write these ideas in your own English. Don’t look at the original while you are writing.
3. Compare your version and the original; make sure you didn’t accidentally copy.
   – same ideas, similar length
   – different words, possibly different grammar
Paraphrasing

Original
CA is an academic discipline which was developed by Harvey Sacks, a sociologist working at the University of California, in the mid-1960s.

(A. Merrison et al. 2014, Introducing Language in Use)

Paraphrase
American sociologist Harvey Sacks developed the research technique known as Conversation Analysis during the 1960s (Merrison et al. 2014).
Summarizing

• A shorter version giving just the most important ideas, without details
• Like a paraphrase, be careful not to copy *but* also not to change the meaning.
• Don’t forget the citation.
Summarizing

1. Read the original and make sure you understand what it means.

2. Note just the key points. An outline may help with this.

3. Paraphrase the key points in your own words.
Summarizing

Original

A pair of words that differs only by the substitution of a single segment is a minimal pair. For instance, [bɛvəl] and [lɛvəl] differ only in whether their first segment is [b] or [l], and the are pronunciations of different words, bevel and level; so they are a minimal pair. The difference between [lɛvən] and [lɛvəl] lies in just the last segment and they are different words, leaven and level, so they are a minimal pair testifying to /n/ and /l/ being separate phonemes.

Summary

A minimal pair is a pair of words in which only one sound is different. For example the different meaning of [bɛvəl] and [lɛvəl] shows that /b/ and /l/ are different phonemes (Merrison et al. 2014).
Synthesizing

• Combine two or more sources into a single paragraph or passage.

• Cite all sources.
  – If an idea is present in one of the sources but not the other, put the in-text citation near that idea.

• If you can, add your own original ideas near the end of the passage.
Synthesizing

1. Read the originals and make sure you understand them.
2. Note their key points.
   – What ideas do they share?
   – Note which ideas are in just one source.
   – Make an outline
3. Paraphrase the key points in your own words.
4. Cite which ideas are from which source.
Perhaps the most puzzling of all pronunciation changes that have happened to English is something linguists call *The Great Vowel Shift*. During a period of time from the 1400s through the 1600s, the vowels of English underwent a systematic change.

During the Middle English and early Modern English period, there was a systematic sound shift in the long vowels of English, a shift now referred to as the ‘great vowel shift’. In time all the long vowels were either raised or became diphthongs.
Synthesizing

Nilep, yesterday
The “great vowel shift” was a systematic change in the sounds of English that occurred around the end of the Middle English period and the beginning of Modern English, from roughly the 1400s through the 1600s (Winkler 2007; Merrison et al. 2014). This shift partially explains why Modern English sounds less like Frisian and Middle English did.