

Research and Academic Writing

Mastering Academic Integrity Effective Essay Planning



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**Undergraduate Diploma in
Business Administration**



In today's lecture

Defining plagiarism and understanding its implications in academic work
Applying proper methods for acknowledging sources to avoid plagiarism
Summarising and paraphrasing sources effectively
Developing and implementing good study habits
Recognising the importance of planning in the research and writing process
Analysing essay titles to understand the requirements and scope
Utilising brainstorming techniques to generate ideas for essays
Determining appropriate essay lengths based on assignment guidelines
Creating detailed writing outlines to structure the essays

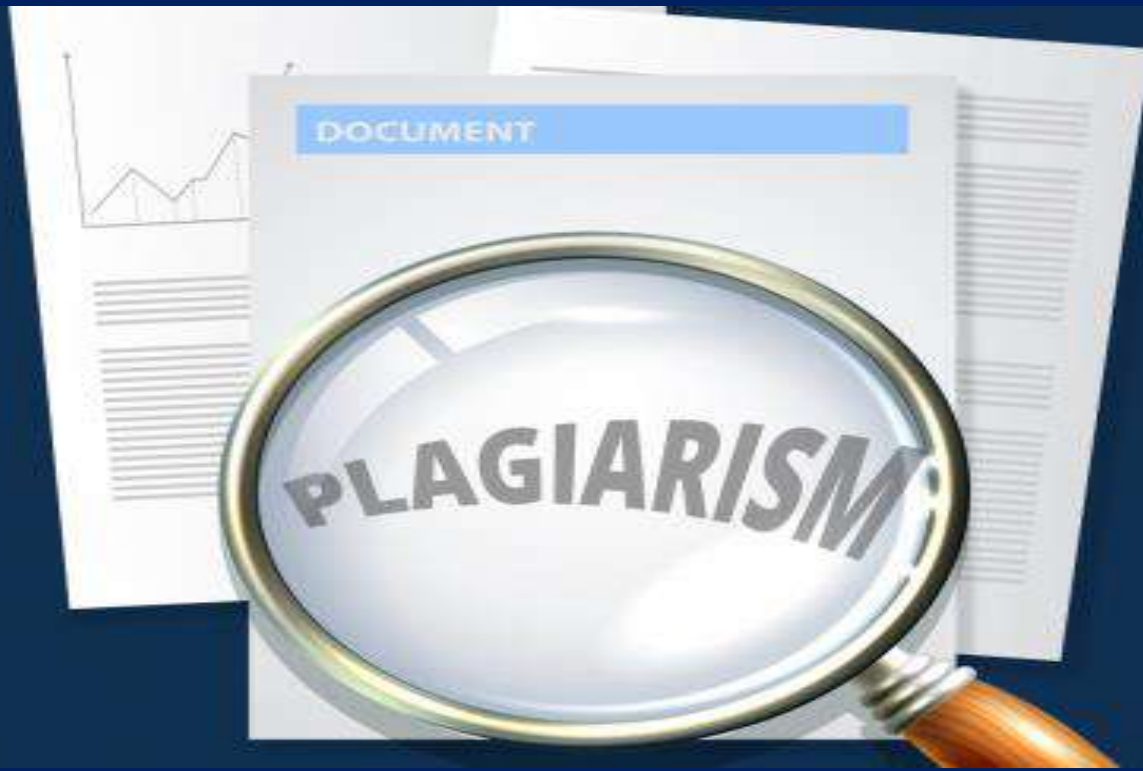
3.1 What is plagiarism?

Plagiarism basically refers to borrowing thoughts or words from a source without giving the creator credit. It is considered a form of stealing. This is regarded as a criminal academic offence.

In academic writing, concepts and words are considered to be the sole property of the person who first thought of them.

Students (including international ones) need to comprehend what plagiarism is and discover to safeguard against it at work.





GUIDELINES TO AVOID PLAGIARISM

The biggest challenge for pupils is the expectation that they will need:

- a) to demonstrate that they have read the leading authors on the subject – by **citing** examples
- (b) to use their own words to express these concepts and arrive at their own creative conclusion

Why must we refrain from plagiarism?

Copying other people's work will not aid in the development of your own understanding

To demonstrate that you are aware of the academic standards community

Teachers and computer software (e.g. Turn-it-in) can quickly identify plagiarism

It might force you to leave an academic course



Acknowledging Sources

If you borrow an idea of another person provide the correct acknowledgement

We can do this in two ways:

i. **Summary and citation**

Smith (2009) claims that the modern state exercises power in new ways.

ii. **Quotation and citation**

According to Smith: “The point is not that the state is in retreat but that it is developing new forms of power . . .” (Smith, 2009: 103).

In-text citations needs to be linked to a **reference** at the end of your work:

Author	Date	Title	Place of Publication	Publisher
Smith, M.	(2009)	<i>Power and the State</i>	Basingstoke	Palgrave Macmillan

- The citation makes it clear to the reader that you have read Smith and borrowed this idea from him
- This reference gives the reader the necessary information to find the source if the examiner/reader needs more detail
- Let's practise..



Plagiarism can be accidental

Author's name is mis-spelt
– carelessness

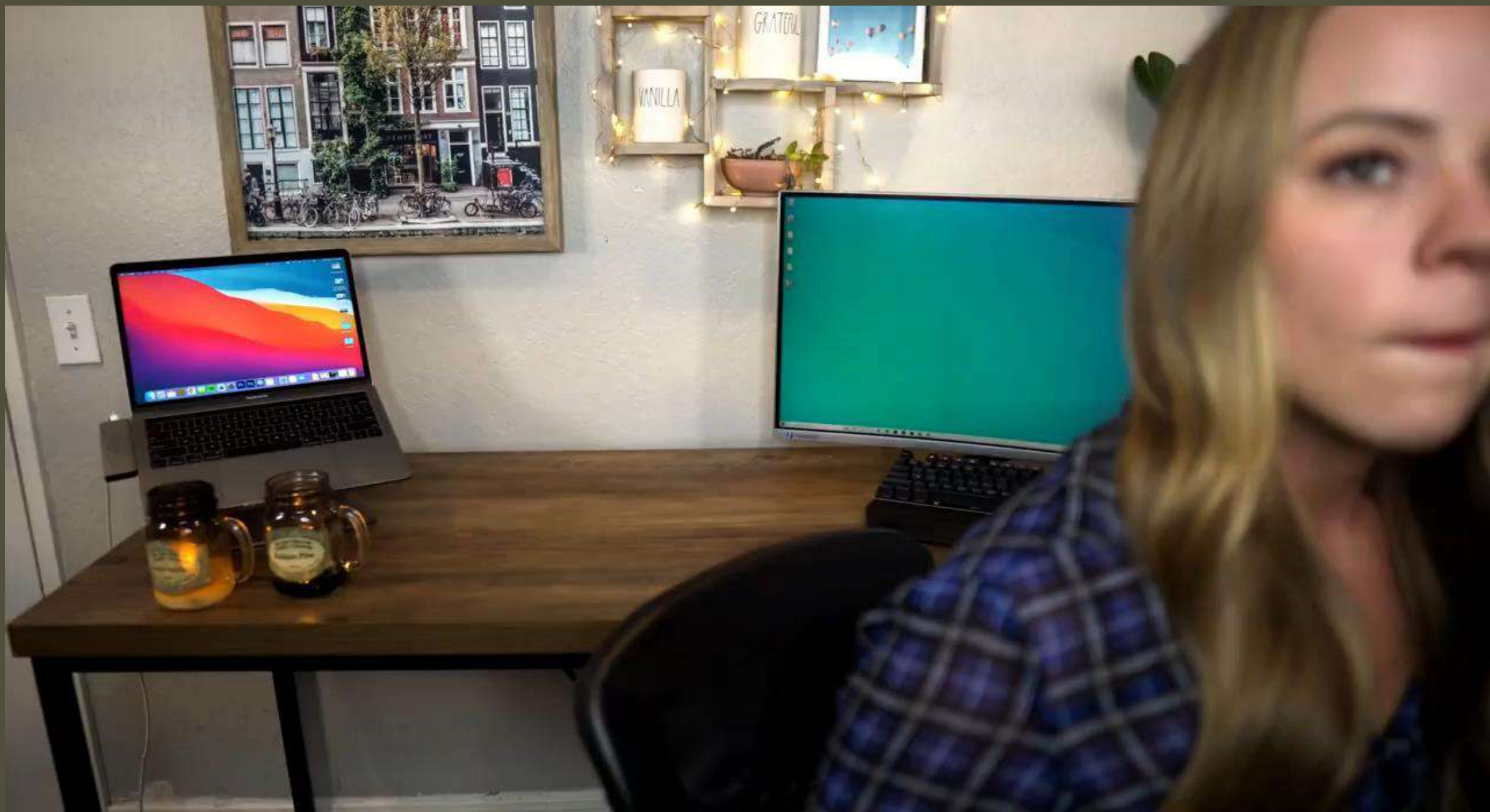
Self-plagiarism– resubmitting
even a sentence which you have
wrote in another essay

Thinking it is general/common
knowledge–
better to ask colleagues

Anything that is not common knowledge
Anything that is not your own ideas and was
research (published or not)

It must be cited and referenced..





Summarising means reducing the length of a text but retaining the main points

Paraphrasing involves re-writing a text so that the language is significantly different while the content stays the same

3.2 Avoiding Plagiarism by

Summarising
&
Paraphrasing

The elements of effective paraphrasing

Paraphrasing attempts to restate the relevant information

For example

There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.



Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.

Effective paraphrase has

- a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use

e.g. 'industrial revolution' or 'eighteenth century'

let's practice...tasks 1 & 2





3.3 Stages of summarising

Basic steps of summarising...

- Read the original text carefully and check any new or difficult vocabulary.
- Mark the key points by underlining or highlighting.
- Make notes of the key points, paraphrasing where possible.
- Write the summary from your notes, re-organising the structure if needed.
- Check the summary to ensure it is accurate and nothing important has been changed or lost

Let's practice.. task 3

3.4 Avoiding plagiarism by developing good study habits

Few students deliberately try to cheat by plagiarising as they develop poor study habits.

Try to start..

- Working with a partner
- Plan your work carefully so you don't have to write the essay at the last minute
- Take care to make notes in your own words, not copying from the source
- Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher)
- Make sure the in-text citations are all included in the list of references

Now work task 4..



Vocabulary Revision

Source: Any text that students use to obtain ideas or information

Citation: Short in-text note giving the author's name and publication date

Summarise: To reduce the length of a text but keeping the main points

Quotation: Using the exact words of the original text in your work

Reference: Full publication details of a text to allow a reader to access the original

3.5 From Understanding Titles to Planning

In both exams and coursework, it is essential to understand what an essay title is asking you to do.

Draw a plan
Ensure the question is answered fully

We now will be focusing on

- key words in titles
- essay length and organisation
- alternative methods of essay planning



3.6.1 The planning process

- Planning is necessary in all academic writing
- Planning for exams is short
- For coursework, preparatory reading is required.

The process of planning includes:

1. Analyse the title wording
2. Decide how long each section should be
3. Prepare an outline using your favourite method

3.3.2 Some Tips for Planning

1. Create a plan to help you gather your initial ideas and response to the question

Think about:

1.1 - What you already know

1.2- What sources of information you already have (lectures notes, reading etc.) and what you still might need to gather

1.3- What aspects of the topic you might want to cover

1.4- What different perspectives might there be on this topic

1.5- Learn more about finding high-quality information for your assignments

idea → plan → action





To ensure a good piece of work.. It's time to start...

- Creating a schedule with deadlines and tasks
- Can use online calendars such as Apple Calendar or Google Calendar (can easily be edited if plans change). You can be synced to your phone and email to send you reminders.
- My Study Life to timetable when you work on your assignments. You can also access on your PC and mobile device.
- –Break down your assignment into manageable tasks and deadlines
- 1. Searching for information and finding material
- 2. Reading and note making
- 3. Drafting and writing
- 4. Editing and proofreading





It's time to start planning!

Good luck!

3.6.2 Analysing essay titles

- Titles contain key words that tell the student what to do
- Titles often have two (or more) parts

E.g. 'What is meant by a demand curve and why would we expect it to slope downwards?'

In this case 'what' is asking for a description and 'why' for a reason or explanation





Key words in essay titles

- **Analyse:** Break down into the various parts and their relationships
- **Assess/Evaluate:** Decide the value or worth of a subject
- **Describe:** Give a detailed account of something
- **Discuss:** Look at various aspects of a topic, compare benefits and drawbacks
- **Examine/Explore:** Divide into sections and discuss each critically/consider widely
- **Illustrate:** Give examples
- **Outline/Trace:** Explain a topic briefly and clearly
- **Suggest:** Make a proposal and support it
- **Summarise:** Deal with a complex topic by reducing it to the main elements



Let's Practice

■ Identify the key words in the following titles and consider what they are asking you to do

- (a) How and why has the market for international tourism segmented since the middle of the twentieth century? What are the economic and social forces that have driven this process?
- (b) Describe some of the reasons why patients do not always take their medication as directed.
- (c) How can psychology contribute to the reduction of bullying behaviour in schools?
- (d) Is there a move towards subjectivity in criminal law? Should there be?
- (e) Discuss the response of buildings and soil to earthquakes, indicating what measures can be used to ensure structural stability.

3.6.3

Brainstorming

Start thinking
about a topic by
writing down any
ideas you have,
in any order



Working with a partner...

- Brainstorm ideas for the title...
- What are the benefits of learning a second language at primary school (age 6–10)?
- Are there any drawbacks to early language learning?



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3.7 Essay length...

Normally between 1,000 and 5,000 words.
You need to keep to your limit– i.e., 7,000
Deviations of + /– 10 per cent are acceptable.

At the planning stage you need to consider what proportion of the essay to allocate to each part of the question.

Basic guide – 20 per cent – Introduction and conclusion
References– are not included in the word count.

Therefore, in a 7,000 word essay the main body would have 5,600 words.



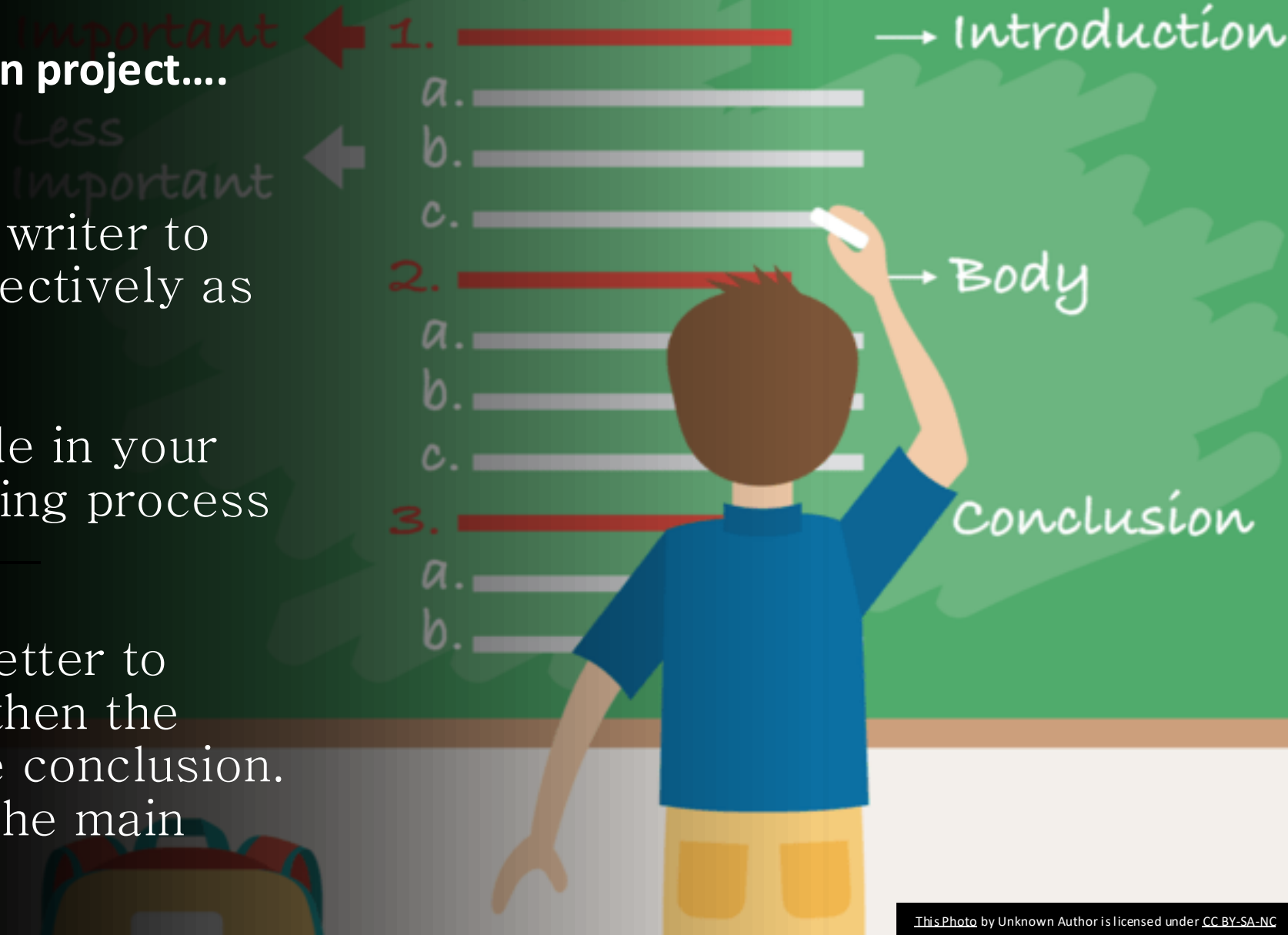
Essay Outline

3.8 The Outline of your written project....

An outline should help the writer to answer the question as effectively as possible.

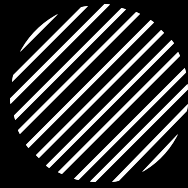
The more detail you include in your outline, the easier the writing process will be.

(Remember: It is usually better to write the main body first, then the introduction and finally the conclusion. (At this stage outline just the main body).



An outline example.. List

‘Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries.’



i) Social impacts

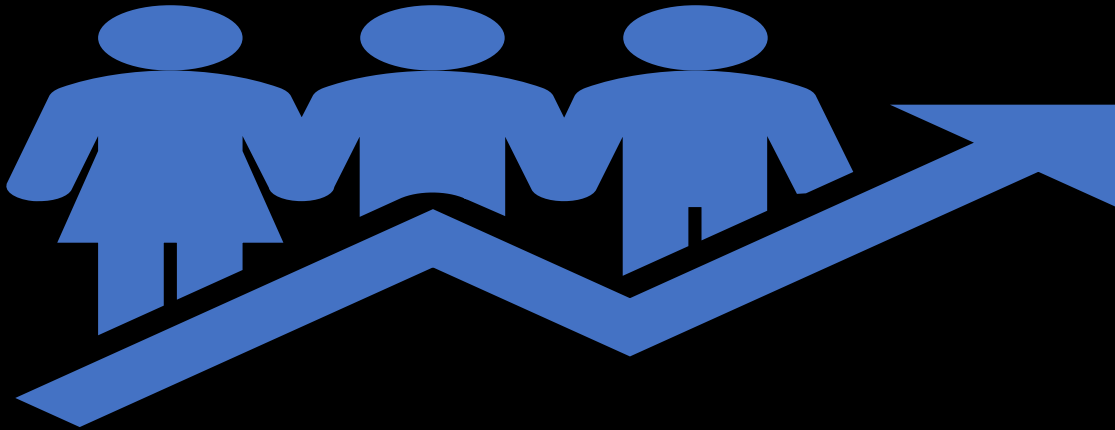
- increase in variety of jobs available
- price inflation
- new range of business opportunities

(ii) Cultural impacts

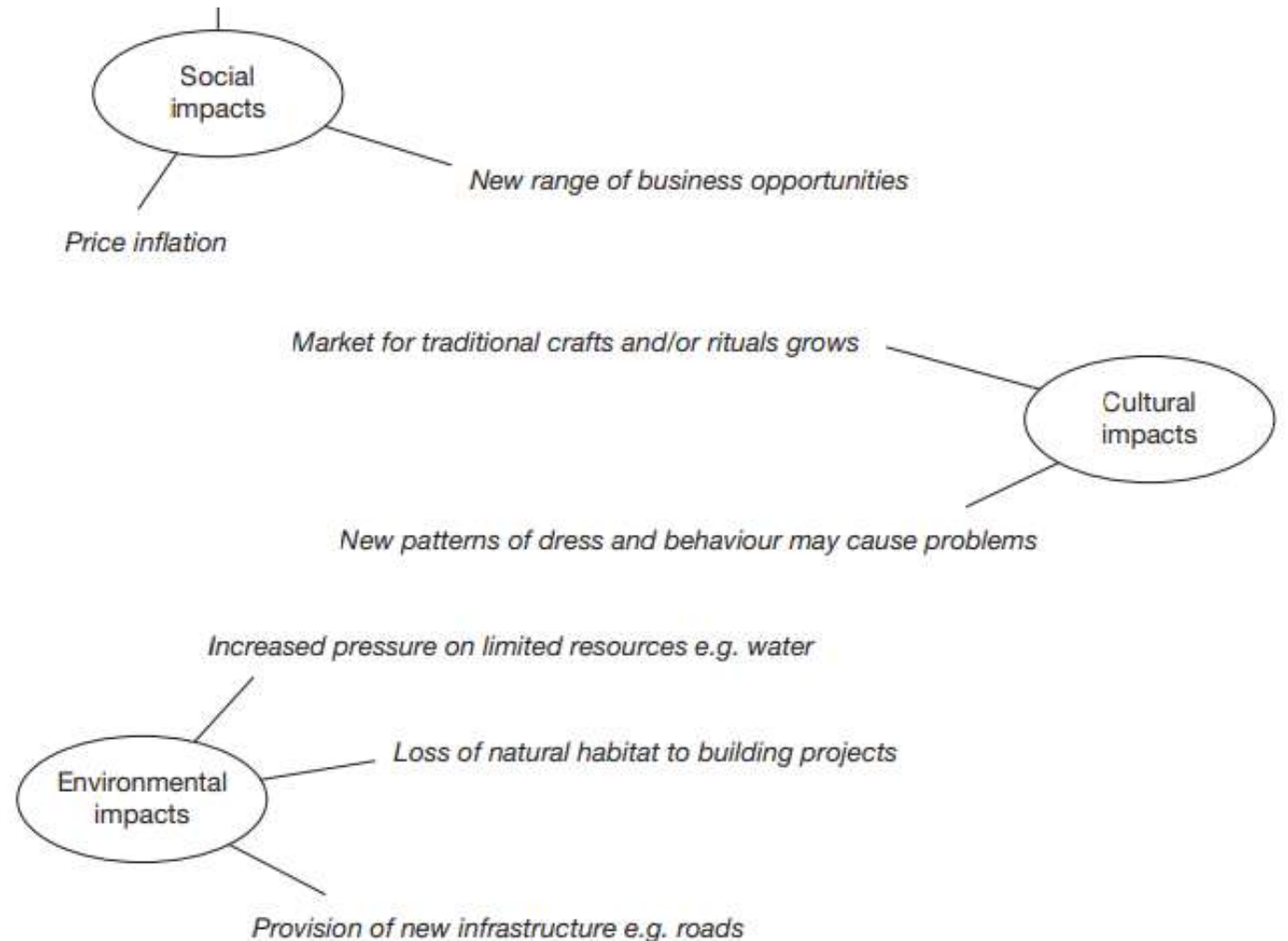
- new patterns of dress and behaviour may cause problems
- market for traditional crafts and/or rituals grows

(iii) Environmental impacts

- increased pressure on limited resources, e.g., water
- loss of natural habitat to building projects
- provision of new infrastructure, e.g., roads



3.8 Another alternative is a mind map...





Cause and Effect

3.9 The language of cause and effect

- In Business academic work frequently, we are asked to demonstrate a link between a cause, such as a price rise, and an effect or result, such as a fall in demand.
- Here we will shall be describing 2 methods of describing the link i.e. with the focus either on the cause or on the effect.

(a) Focus on causes

With verbs		
<i>The recession</i>	<i>caused</i> <i>created</i> <i>led to</i> <i>resulted in</i> <i>produced</i>	<i>high unemployment</i>
With conjunctions		
<i>Because of</i> <i>Due to</i> <i>Owing to</i> <i>As a result of</i>	<i>the recession</i>	<i>there was high unemployment</i>

The language of cause and effect

A writer may choose to put the emphasis on either the cause or the effect.

In both cases, either a verb or a conjunction can be used to show the link.

(b) Focus on effects

With verbs		
High unemployment	<i>was caused by</i> <i>was produced by</i> <i>resulted from</i> (note use of passives)	<i>the recession</i>
With conjunctions		
<i>There was high unemployment</i>	<i>due to</i> <i>because of</i> <i>as a result of</i>	<i>the recession</i>

The language of cause and effect

The writer may choose to focus on the effect

Because prices were cut, sales rose.

(because + verb)

Because of the price cuts, sales rose.

(because of + noun)

As/since prices were cut, sales rose.

(conjunction + verb)

Owing to/due to the price cuts, sales rose.

(conjunction + noun)

Conjunctions are commonly used with specific situations, while verbs are more often used in general cases:

*Printing money commonly **leads to** inflation.*

(general)

***Due to** July's hot weather, demand for ice cream increased.*

(specific)

Note the position of the conjunctions in the following:

*The teacher was ill, **therefore/so/consequently** the class was cancelled.*

Let's
practice.....

■ Match the causes with their likely effects and write sentences linking them together.

Causes	Effects
Cold winter of 2013	Increase in labour disputes
Tax cuts	Redundancies
More people shopping on internet	Higher levels of spending
Introduction of digital cameras	Higher levels of saving
Increase in interest rates last spring	Increased demand for electricity
Falling sales of a firm's products	Reduced demand for photographic film
Her aggressive managerial style	Stores closing on high street



Let's practice.....

■ Complete the following sentences with likely effects.

- (a) An increase in the tax on tobacco _____.
- (b) Rising demand for MBA courses _____.
- (c) Lower fuel prices _____.
- (d) Bad weather in the Brazilian coffee-growing region _____.

■ Complete these sentences with possible causes.

- (e) The company's bankruptcy _____.
- (f) The drop in share prices _____.
- (g) Hiring extra staff _____.
- (h) A significant rise in profits _____.

Next Time



- Understanding formatting guidelines (e.g., Harvard Style) for academic writing
- The need to give references
- Reference systems
- Using quotations
- Secondary references
- Organising the list of references
- Reference verbs