

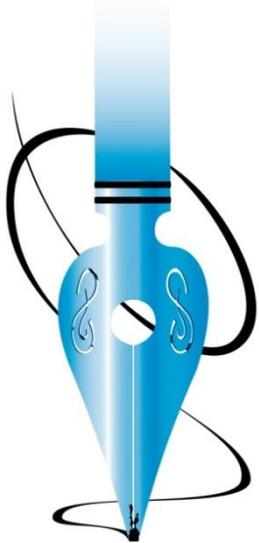
Because every  
writer needs  
motivation



Because even  
the best writers  
need help



UNIVERSITY OF LIMERICK



REGIONAL  
WRITING  
CENTRE

Get on the 'write' track

MAIN BUILDING  
C1-065

writingcentre@ul.ie  
www.ul.ie/rwc

# Writing Centre Resources



- **One-to-One Peer Tutoring**
- **Writers' Groups**
- **Workshops and Seminars**
- **Online Resources**



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# Academic-writing workshops for International Students Writing Workshop 2

Íde O'Sullivan and Lawrence Cleary  
Regional Writing Centre

[www.ul.ie/rwc](http://www.ul.ie/rwc)

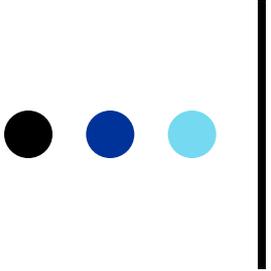
University of Limerick

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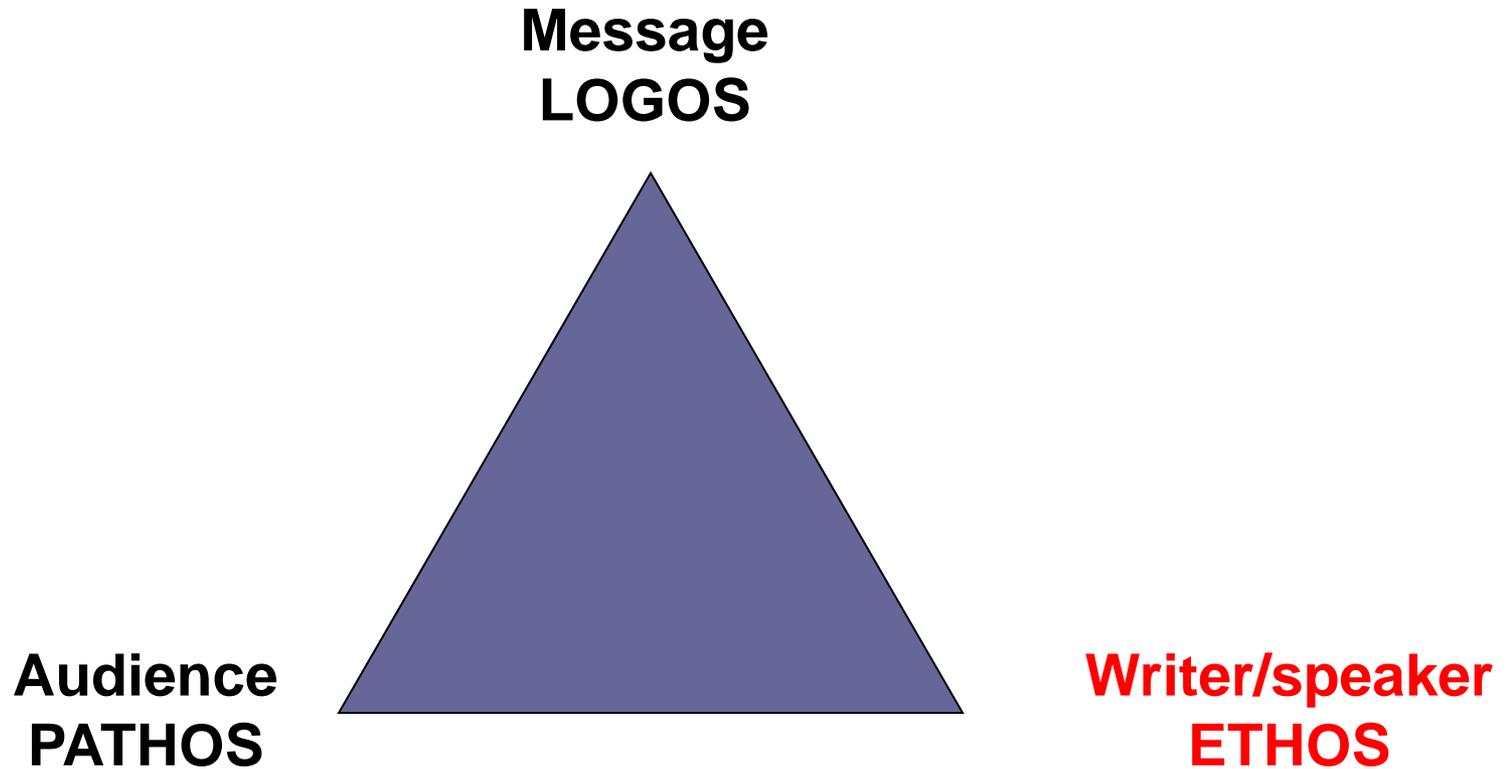


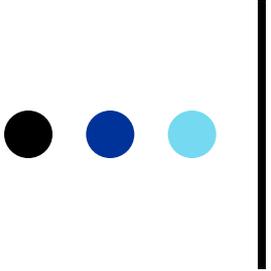
# IED Workshops

**Wednesday 2–3pm in the Graduate Attributes Hub**

- **Week 5:** *Thinking critically and writing critically: bringing a critical orientation to your work through analysis, reflection and evaluation*
- **Week 6:** *Reporting the work of others: positioning yourself in relation to the work of others*

# The Rhetorical Triangle





# The Rhetorical Triangle

## LOGOS

- How can I make the argument internally consistent and logical?
- How can I find the best reasons and support them with the best evidence?

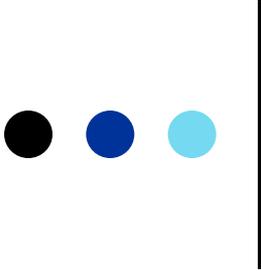
## ETHOS

- How can I present myself effectively?
- How can I enhance my credibility and trustworthiness?

## PATHOS

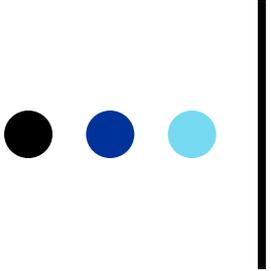
- How can I make the reader open to my message? How can I best appeal to my reader's values and interests?
- How can I engage my reader emotionally and imaginatively?

(Rammage, Bean and Johnson 2007:76)



# Ethos: Credibility and trustworthiness

- How can I enhance my credibility and trustworthiness?
  - Can the reader trust the sources that you are using?
  - Can the reader be sure that you are not coming to hasty conclusions?
  - Can the reader trust that you are using the most accurate and up-to date evidences that you can find?
  - Can the reader have faith in the accuracy of the data being presented?

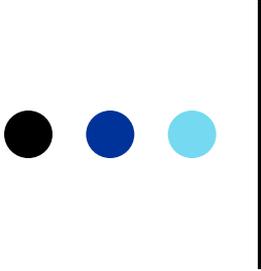


# Reporting the work of others

Making use of the ideas of other people is one of the most important aspects of academic writing because

- it shows awareness of other people's work;
- it shows that you can use their ideas and findings;
- it shows you have read and understood the material you are reading;
- it shows where your contribution fits in;
- it supports the points you are making.

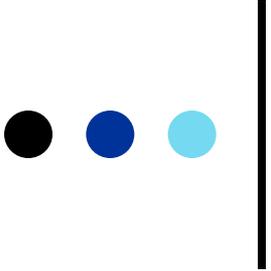
(Gillet 2012)



# Reporting the work of others

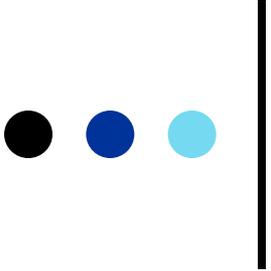
- We report another author's ideas by using **paraphrase**, **summary**, **quotation** and **synthesis**, and we use introductory phrases and reporting verbs to communicate our relationship to the ideas that we are reporting.
- Compare, for example:
  - Brown (1983, p.231) claims that a far more effective approach is ...
  - Brown (1983, p.231) points out that a far more effective approach is ...
  - A far more effective approach is ... (Brown 1983, p.231)

(Gillet 2015)



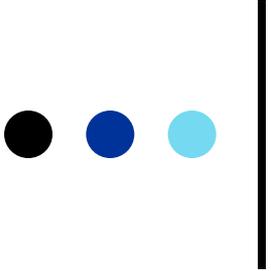
# Plagiarism

- In your writing, you must make it clear when the words or ideas that you are using are your own and when they are taken from another writer. You must not use another person's words or ideas as if they were your own.
- Whether you quote a source, paraphrase it, or summarise it, you must state the source of the idea. If you use another's words, ideas, or method of organisation, you must credit that author by citing the source in the text of your writing and referencing it at the end of your essay/report.
- Not doing so constitutes **plagiarism**.



# Direct quotation

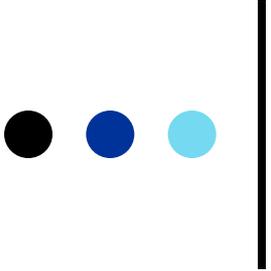
- Direct quotation (whole sentences or just one or two exact words)
  - Swales has recently withdrawn slightly from his original conception of the discourse community, arguing that "the 'true' discourse community may be rarer and more esoteric than I once thought" (1993, p. 695).
- The text quoted is sacrosanct.
  - Do not change spelling (i.e. American to British) or punctuation.
  - Do not correct spelling and punctuation.
  - *Sic* enclosed in square brackets, [*sic*], is inserted into the quote, after the error, to indicate to the reader that the error was not yours.



# Paraphrasing

“Paraphrasing is writing the ideas of another person in your own words. You need to change the words and the structure but keep the meaning the same.”

(Gillet 2013)

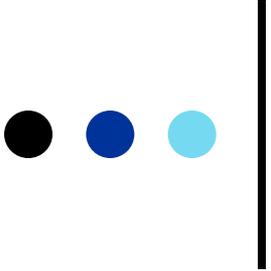


# Paraphrasing

Example:

- Original Text:
  - ✓ Memory is the capacity for storing and retrieving information.
- Paraphrase:
  - ✓ Memory is the facility for keeping and recovering data.

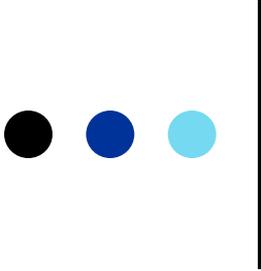
(Gillet 2013)



# Summary

“A summary is a shortened version of a text. It contains the main points in the text and is written in your own words. It is a mixture of reducing a long text to a short text and selecting relevant information. A good summary shows that you have understood the text.”

(Gillet 2013)



# Summary

Example:

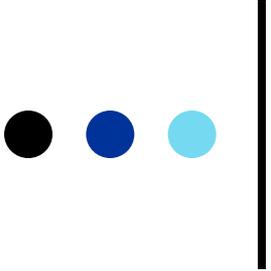
- Original text:

People whose professional activity lies in the field of politics are not, on the whole, conspicuous for their respect for factual accuracy.

- Summary:

*Politicians often lie.*

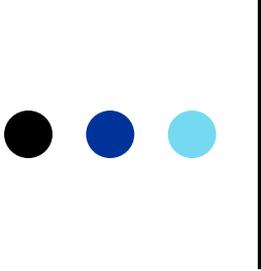
(Gillet 2013)



# Synthesis

- A synthesis is a combination, usually a shortened version, of several texts made into one. It contains the important points in the text and is written in your own words.
- To make a synthesis you need to find suitable sources, and then to select the relevant parts in those sources. You will then use your paraphrase and summary skills to write the information in your own words. The information from all the sources has to fit together into one continuous text.

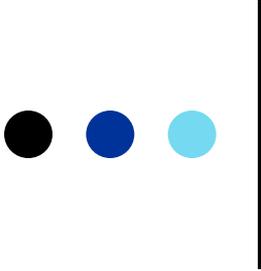
(Gillet 2013)<sub>17</sub>



# Example:

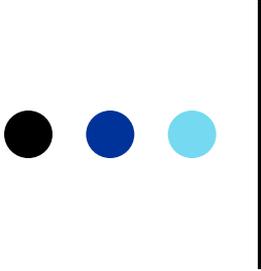
**(Meei-Fang et al. 2007, p.471)**

People with dementia are particularly vulnerable to malnutrition: they have a decreased ability to understand directions and to express their needs verbally, are easily distracted from eating, prone to become agitated, and may use utensils incorrectly. Inability to feed oneself (eating dependency) is a major risk factor for malnutrition among older people living in long-term care settings (Abbasi & Rudman 1994, Durnbaugh et al. 1996). When people with dementia can no longer take food voluntarily, assistance is required although, as the disease progresses, even taking food with assistance can become difficult and, in some instances, tube-feeding may be required to supply nutrition. This form of feeding can, however, cause distress and anxiety, not only for the person being fed, but also for caregivers (Akerlund & Norberg 1985, Burgener & Shimer 1993).



# Integrate quotations into your own writing

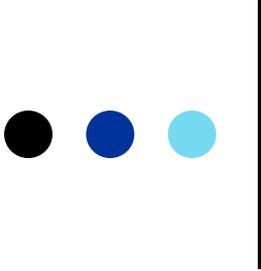
- Integral v non-integral citations
- Language for reporting- [www.uefap.com](http://www.uefap.com)
- Punctuation
  - Commas/full stops
  - Ellipsis [...]
  - Square brackets
  - Quotation within a quotation
- Page numbers
- Quotations in text (short quotations)
- Block quotations (long quotations)
- Using the abbreviation *et al.*
- Citing secondary sources



# Citing and referencing sources

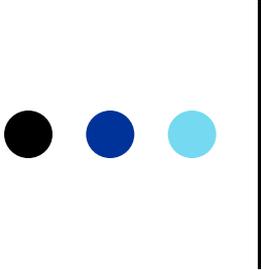
- Why do we document sources accurately?
  - Doing so allows readers to find materials that you've used.
  - Doing so enhances your credibility as a writer.
  - Doing so protects you against charges of plagiarism.

[From the Department of English, Illinois State University, 'Course Guide for English 101: Language & Composition 1', (1997: 109)]



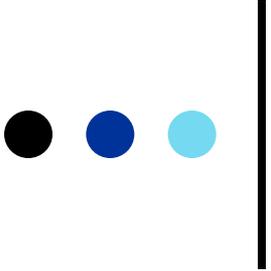
# Citing and referencing sources

- The ideas or the words of those that you have read are generally recorded twice:
  - First, in your text (a parenthetical citation).
  - Second, at the end (in a reference page, marked References, or Works Cited).
- The parenthetical citation in your text refers to more detailed information given in the References page at the end of your essay.



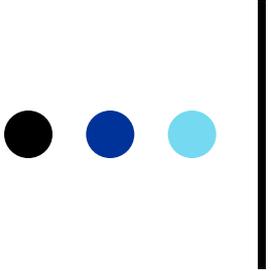
# Citing and referencing sources: styles

- Harvard Style
- Modern Language Association (MLA) Style
- Chicago / Turabian Style
- American Psychological Association (APA) Style
- Council of Biology Editors (CBE) Style



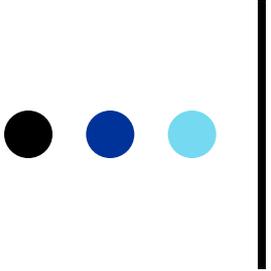
# Harvard Style

- Harvard referencing style is favoured by certain disciplines in UL and is the referencing style most often required.
- The Harvard referencing style is an author-date system.
- Citations in your text are references to **the author** of the text from which you retrieved the information that you have presented in your writing and **the year of that text's publication**.
- Cite it Right: <http://libguides.ul.ie/referencing-endnote>



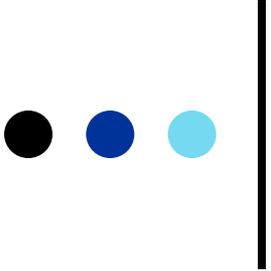
# Citing and referencing sources

- Example:
  - Swales has recently withdrawn slightly from his original conception of the discourse community, arguing that "the 'true' discourse community may be rarer and more esoteric than I once thought" (1993, p. 695).
- Reference
  - Swales, J. (1993) 'Genre and engagement', *Revue Belge de Philologie et d'Histoire*, 71, 687-98.



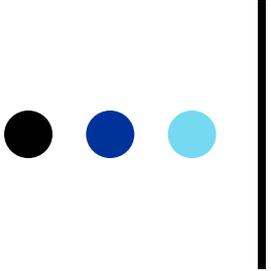
# Reference list

- A reference list is a collection of books, articles, chapters, internet resources etc. that you have mentioned/cited in your document.
- The list of references should be listed at the end of the essay/assignment.
- Sources cited are listed alphabetically according to the last name of the author used in the citation.



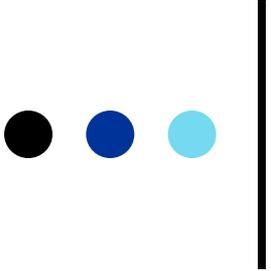
# Reference list: Example

- Beardsworth, I. and Keil, T. (1997) *Sociology on the Menu: An Invitation to the Study of Food and Society*, London: Routledge.
- Graddol, D., Cheshire, J. and Swann, J. (1994) *Describing Language*, 2<sup>nd</sup> ed., Buckingham: Open University Press.
- Swales, J. (1993) 'Genre and engagement', *Revue Belge de Philologie et d'Histoire*, 71, 687-98.



# Editing a reference list

- Check that in-text dates and page numbers match reference list.
- Only enter names in reference list that you have mentioned in your text – it's not a bibliography.
- Make sure that if a name is mentioned in the document that is included in the reference list.
- Do a separate edit of your reference list, checking everything matches, everything is included and it is consistent.



# Resources

- Cite it Right:  
[http://libguides.ul.ie/ld.php?content\\_id=8693093](http://libguides.ul.ie/ld.php?content_id=8693093)
- Regional Writing Centre, UL: <http://www.ul.ie/rwc/>
- Using English for Academic Purposes:  
[www.uefap.com/writing](http://www.uefap.com/writing)
- Academic Phrasebank, University of Manchester:  
<http://www.phrasebank.manchester.ac.uk/>
- Purdue Online Writing Lab:  
<http://owl.english.purdue.edu/owl/>
- The Writing Center at the University of North Carolina at Chapel Hill:  
<http://writingcenter.unc.edu/>