Welcome to the second of two presentations related to writing a literature review for your Transport, Land Use & Environment course here at UniSA

I am Jane Kehrwald and I am part of the Language Literacies and Learning team (also known as L3) here at UniSA

My role with the university is to support students to develop their academic communication skills
Overview

- The writing process
- Selecting credible, academic sources
- Reading strategies
- Organising your information & developing structure
- Referencing and academic integrity
Just remember that writing is a process. Regardless of how experienced you are as a writer, you will need to go through these steps.

As indicated by the arrowed lines, writing is not a linear process. For example, as you read you will write notes.

But this reading may prompt you to go back to re think your initial plan or look for additional resources.

Similarly, as you draft your literature review, you may reorganize your structure.
The first step in the writing process is self-evident. You will need to prepare and plan.
To do this, make sure you read and understand the assignment instructions. If you are not sure, ask your lecturer or tutor to clarify.
Just remember that writing is a process. Regardless of how experienced you are as a writer, you will need to go through these steps.

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### Selecting and evaluating sources

Rate these sources of information according to their academic credibility

- *Urban Transport* (a monthly magazine)
- A fictional story on your topic
- A Wikipedia entry (source unknown)
- A television news story on your topic
- A related blog
- A related website
- An IT journal (refereed)
- The University of New York website
- Turban, E., Kelly, RR & Potter, RE 2001, *Introduction to urban planning*
- A non-peer reviewed conference paper at the Research in Higher Education conference
- An Australian Government report on your topic

At this level of study the literature you select to include in your literature review must be scholarly.

By scholarly sources we mean journal articles, research report, government reports and text books.

Basically, these are sources which are suitable for use in an academic context. Meaning they have academic credibility

Let's look at this list of sources which students typically use in their assignments.

Only a few of these are scholarly. Take a moment to look through these and think about which are scholarly or academically credible.
When selecting sources of information for your literature review, you should be looking for refereed or peer reviewed publications. This means they have gone through a rigorous process where people who are considered experts in the field review the publication to ensure it is accurate and reliable.

Text books are similar because they go through an editorial process where they are checked thoroughly.

Similarly, government reports which have gone through appropriate process are considered scholarly.

Information on a university website may also be considered scholarly, but you do have to check that it has gone through a peer review process.
Here is a useful checklist.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Critical Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority</td>
<td>Who conducted the research? Is the author an authority in their field of study? Evidence?</td>
</tr>
<tr>
<td>Validity</td>
<td>Is it peer reviewed or been passed by an editorial panel? If a website, are there details of author, a publication date?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Is the literature accurate? How do you know? What makes the literature believable? Has the author drawn on credible sources?</td>
</tr>
<tr>
<td>Objectivity</td>
<td>Is there evidence of bias in article? How do you know the data is true? Supporting data?</td>
</tr>
<tr>
<td>Currency</td>
<td>Consider publication date. More current information available? Does more recent research cast doubt on or refute some findings?</td>
</tr>
<tr>
<td>Coverage</td>
<td>Is the information complete? Does it cover the area studied? What is the sample size? Is it adequate? Has any research been omitted?</td>
</tr>
<tr>
<td>Location</td>
<td>In which country was the article written? Is this location relevant / important to your research?</td>
</tr>
</tbody>
</table>
Let's use UniSA’s library data base and google scholar to search for appropriate literature
Type in your search terms, e.g: “urban form and travel patterns”. You will need to widen and constrain results as you go.
When your search results appear, click on the words 'peer reviewed' on the top left of your screen.

This will ensure you are accessing academically credible sources.
You can locate credible sources using google scholar.

To gain electronic access to many of the resources located on google scholar it is best to access via the UniSA library.

Go to the Library homepage, click on ‘Services’ and then click on ‘databases’.

Click on ‘google scholar’ and enter your search terms, e.g. urban form and transport patterns.
Your search results will appear, with any links to electronic sources. The drawback of using Google Scholar is that you still need to determine whether or not these are credible sources.

Use the checklist presented earlier to guide your decision making. For these search results, for example, you can see that they are journal articles. However, you need to check that these are peer-reviewed journals.

If you are not sure, Google the journal and read about their publication process.

You will also notice that most of these articles have been cited in other publications. This means that other writers have referenced these articles.

This can be another good sign that it is a credible source. When you open the article, don’t forget to check out the who the author is.
When writing a literature review you are obviously going to be doing a lot of reading.
This will take a lot of your time, so it is important to be strategic in your reading.
As you read

- Look for key words and ideas
  - Look at Table of Contents, Abstracts, headings & sub-headings – is this worth reading?
- If relevant, do in-depth reading to find specific research
- Try to be objective when you read
- What are the main points / theories / key issues raised?
- What conclusions has the author made? What points support them?
- Note your own thoughts - useful when revisiting notes &/or using them in writing.
Reading and summarising

- Use a reading log
  - www.unisa.edu.au/L3

- If a paper makes it onto your short list, archive it and copy all the bibliographic details
- Use a bibliographic management tool:
  - Endnote
  - Refworks
  - Citeulike

A reading log is a useful tool to help you record and summarise the articles or resources you read.

This is useful for a number of reasons. Firstly, you keep a record of the bibliographic details so you can reference properly.

It also prompts you to summarise the article in your own words, which will help you with paraphrase, i.e. saying the same thing in your own words.

We'll look at the importance of referencing and how to paraphrase later in this presentation.

You can also use a bibliographic management tool to get organised. The most common bibliographic management tool is Endnote. You can obtain the Endnote software from UniSA Library, which also has online tutorials on how to use the software.

Whatever tool you use, the main point is you need to organised and systematic.
As you read more and more, begin to sort your readings into themes or categories. This will become the outline for the structure of your literature review.
Let's look at the sample literature review provided by your lecturer. The author’s summarised the large amount of literature on their topic into a table. They categorised the literature according to land use characteristics discussed in the literature, such as distance of residence from the urban center, settlement size and so on. They further organized the literature according to different travel patterns, such as distance, frequency, mode, time & energy consumption. As the authors noted – this table allowed them to identify areas the literature has focused on, and any gaps. Also, it allowed them to examine similarities and differences in the literature. Further, the table provided a structure for the presentation of the literature review. As you can see the land use characteristics become the main sections of the literature review.
Again, just remember that writing is a process and will draft, write, edit and rewrite throughout the development of your literature review.
The writing checklist
Make sure ....

✓ you have followed the guidelines in your course outline re: word length, format, layout, presentation, referencing
✓ your writing style is appropriate
✓ you have connected your points logically, using linking words
✓ each paragraph contains one main idea
✓ your claims are supported by evidence
✓ your examples are relevant
✓ your grammar, spelling & punctuation are correct
✓ tables, figures & diagrams are correctly & consistently labelled
✓ and referred to in body of your paper
✓ you have referenced appropriately
Referencing & Academic Integrity

Why reference?

- Shows your research skills
- Acknowledges exact source
- Strengthens your discussion or argument
- Avoids plagiarism
- Maintains academic integrity
When to reference

- Paraphrasing the words and ideas of others
- Summarising the words and ideas of others
- Quoting the words of others
- Copying the data, graphs and tables of others
- Mentioning the ideas or work of others (unless it is considered general knowledge)
UniSA Harvard Referencing

There are two components to UniSA Harvard referencing:

**In-text**
- Author’s family name
- Year of publication
- Page number *(sometimes)*

**Reference list**
- Full bibliographic details

UniSA Harvard is an author date system

There are two components to UniSA Harvard referencing:

**In-text** references which provide:
- Author’s surname
- Year of publication
- Page number *(when quoting, using data, graphs, tables and images from a specific page or pages)*

**Reference list** entries that provide full bibliographic details of texts
Ways to integrate sources - quotation

Information prominent - the focus is on the information rather than the author.

‘The provision of local facilities and services may clearly reduce travel distance and increase the proportion of short journeys capable of being travelled by non-motorised modes’ (Stead and Marshall 2001, p. 123)

Author prominent – the contributor of the idea is placed at the front of the sentence.

As Stead and Marshall (2001, p. 123) point out, ‘the provision of local facilities and services may clearly reduce travel distance and increase the proportion of short journeys capable of being travelled by non-motorised modes’.

(Source: Adapted from Zhang, M 2005 ‘Exploring the relationship between urban form and network travel through time use analysis,’ Landscape and Urban Planning vol. 72, no. 2, pp. 244-251.)
Ways to integrate sources - paraphrase

Information prominent- the focus is on the information rather than the author.

On the other hand, under the economic assumption of rational behavior, reduced travel time or distance and increased attraction of destination opportunities likely induce additional consumption of the services and generate more frequent travel (Crane 1996).

Author prominent – the contributor of the idea is placed at the front of the sentence.

On the other hand, as explained by Crane (1996), under the economic assumption of rational behavior, reduced travel time or distance and increased attraction of destination opportunities likely induce additional consumption of the services and generate more frequent travel.

(Source: Adapted from Zhang, M 2005. Exploring the relationship between urban form and network travel through time use analysis. Landscape and Urban Planning, vol. 73, no. 2, pp. 244-251.)
Paraphrase

Example paragraph from the paper written by Stead & Marshall, 2001:

The proximity to transport networks also influences travel patterns and consequently transport energy consumption. Better access to major transport networks, particularly road and rail networks, increases travel speeds and extends the distance which can be covered in a fixed time. Major transport networks can be a powerful influence on the dispersal of development – both residential and employment development. The proximity to major transport networks may lead to travel patterns characterised by long travel distances and high transport energy consumption.

Paraphrase of the same paragraph:

There is a correlation between travel and energy use patterns and the levels of access to major transport networks; better access results in increased travel speeds and increased travel distance, which in turn may lead to higher transport energy use (Stead & Marshall 2001).
Paraphrase is not simply related to the issues of referencing and academic integrity.

To demonstrate that you truly understand the topic and the ideas that you are presenting, you need to demonstrate ‘academic voice’.

Academic voice is connected to scholarly writing which we discussed in the first presentation.

It is the way that you develop control and the way that you demonstrate your knowledge.

Academic voice is a way of summarising information you have learned from your reading and applying that knowledge to your response to the assignment question/topic.

The comments before and after your referenced paraphrases or quotations are where you discuss the connection between the knowledge you gained through your readings and your response to the assignment question/topic.

Consider the example on the next slide.
Let’s look at this extract from a literature review which we discussed in the first presentation.

- Notice again the way the writer introduces the ideas to be discussed in the paragraph, i.e. the topic sentence. This is the writer’s voice.

- After reading and summarising the literature, the writer has determined that the topic is an important point to discuss.

- Then the writer brings in the
literature related to this topic. The writer synthesises this various literature.

- Notice the language or expressions the writer uses:
  - E.g. to situate one idea from the literature against another – meanwhile, in contrast, however, therefore, importantly
  - E.g. to show analysis and evaluation of the literature – significantly, therefore, as a result, seems to indicate, yet

- Also notice the way the writer acknowledges the source of the information from the various literature.

- The writer has paraphrased the message or idea from literature and acknowledged the source with the in-text references

  These comments, words or phrases before and after your referenced paraphrases or quotations are where you discuss the connection between the knowledge you gained through your readings
There are a number of useful resources available to you to help with referencing.

If you go to the L3 student resource hub, you will see links to these resources.

The referencing forum is where you can post a question about referencing to the L3 team and we will get back to you within 24 hours with our response.

There are also links to the Harvard UniSA guide, both in PDF and interactive formats.

Also check out the referencing website, which also contains the referencing guides, but also information about academic integrity and plagiarism.

If you click on L3 for the Division of ITEE, you will find resources to help with your academic writing.
Any questions?

Contact the Learning Advisors at Mawson Lakes Campus to make a telephone appointment or email your query

LTU Mawson Lakes
C building, Library
Ph: 8302 5006 / 1300 657 133
Fax: 8302 5777
email: ltu@unisa.edu.au

That brings us to the end of this presentation, where we looked at the writing process, strategies for reading and organising your literature review and referencing.

If you have any questions, feel free to contact me or one of the other L3 Learning Advisors at Mawson Lakes campus.

You can make a face to face appointment if you are on campus.

If you are studying off campus, you can make a telephone appointment or send through your query by email.

All the best.