L3: Language, Literacies and Learning

BUIL 1007
Construction Management 1N

Critical reading, paraphrasing & referencing

March 2015
Overview

• Reading strategies
• What is critical thinking?
• What is critical reading?
• Referencing
  • Why reference?
  • When to reference?
  • How to reference?
• Paraphrasing
• Support resources
Reading strategies

Managing large amounts of reading/long & complicated texts
Do you read these the same way?
80/20 Principle

In most reading assignments, 80% of what you need to know is in about 20% of the material

So you usually only need to skim read 80% of the document and carefully read the relevant 20%
Before you read ....

• have a clear idea about your purpose
  • To find a simple definition?
  • To develop an answer to an assignment question?
  • To find a contrasting point of view?
  • To develop an initial understanding?
  • To develop a deeper understanding?
As you read ...

Get an OVERVIEW of it
Look at:

– Title, headings, subheadings
– Captions under pictures, charts, etc
– Introduction and conclusion
– Summary or abstract
– Topic sentences
What is critical thinking?

- **reasoning**: looking at implications of information and giving reasons for opinions
- **enquiry**: systematically collecting information from a variety of sources - asking questions
- **analysis**: sorting, classifying and comparing ideas
- **flexibility**: transferring known information to another area and accepting multiple answers
- **evaluation**: judging credibility of resources, locating inconsistencies and faulty reasoning

❌ criticise or find fault
What is critical reading? Key questions:

1. What credibility does the author have?
2. What is significant/important about this text?
3. What claims are being made?
4. What evidence is used?
5. How logical are the ideas?
6. What conclusions are drawn by the writers?
7. What are the limitations/gaps?
Critical reading activity

With a partner (or in small groups) scan through the article given to you:


As you scan through, respond to the questions on the previous slide.

Group 1 students = Qs 1 & 2
Group 2 students = Qs 3,4 & 5
Group 3 students = Qs 6 & 7
1. What credibility do the authors have?

What are their backgrounds? What experience or expertise do the authors have? What qualifications do the authors have?
2. What is significant/important about this text?

Architects’ perspectives on construction waste reduction by design

M. Osmani *, J. Glass, A.D.F. Price

Abstract

The construction, demolition and excavation waste arising in England was estimated at 91 million tonnes in 2003. The current thinking on construction waste minimisation is heavily focussed on several issues relating to physical construction waste and recycling guides. Indeed, much had been published on ways to improve on-site waste management and recycling activities but very few attempts made to address the effect of design practices on waste generation. However, there is a consensus in the literature that the architect has a decisive role to play in helping to reduce waste by focussing on designing out waste. This paper examines previous studies on architects’ approach towards construction waste minimisation, and by means of a postal questionnaire, investigates the origins of waste, waste minimisation design practices in the UK; and responsibilities and barriers within the UK architectural profession.

The findings reveal that waste management is not a priority in the design process. Additionally, the architects seemed to take the view that waste is mainly produced during site operations and rarely generated during the design stages; however, about one-third of construction waste could essentially arise from design decisions. Results also indicate that a number of constraints, namely: lack of interest from clients; attitudes towards waste minimisation; and training all act as disincentives to a proactive and sustainable implementation of waste reduction strategies during the design process.
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The findings reveal that waste management is not a priority in the design process. Additionally, the architects seemed to take the view that waste is mainly produced during site operations and rarely generated during the design stages; however, about one-third of construction waste could essentially arise from design decisions. Results also indicate that a number of constraints, namely: lack of interest from clients; attitudes towards waste minimisation; and training all act as disincentives to a proactive and sustainable implementation of waste reduction strategies during the design process.
4. What evidence is used?

2. Methodology

A two-fold quantitative research approach was adopted for this study. First, a thorough literature review was conducted to: obtain insights into the waste minimisation

The writers have undertaken research to provide evidence. Also, they have supported their discussions with reference to credible, reliable sources of information.

References

The writers present the article in a clear and logical way. They follow the conventions of academic writing for research articles. They use appropriate academic language to guide the reader, e.g. “The aim of this study is …”
The writers interpret the results.
introduction of systems of waste minimisation performance rewards rather than fines would have more effects on waste minimisation practices than voluntary approaches. Additionally, by acknowledging the need to understand the underlying causes of waste, architects recognised that training is a pressing issue.

Moving forward with waste minimisation in construction requires a thorough source evaluation of design waste, which should set out to influence a change to a waste reduction design paradigm. As such, the next step of this research will focus on root causes of design waste throughout the project life cycle through the development of a complete design waste mapping process. Hence a series of interviews with architects and contractors are in progress to identify potential creation of design waste across the RIBA Plan of work Stages.

Acknowledgements

The authors are very grateful to all architectural practices for their helpful collaboration in completing the questionnaire and acceptance to take part in the interviews.

References

The writers acknowledge that more information is needed in order to fully understand the issues.
Referencing

• In pairs, take 2-3 minutes to think of 2-3 questions you have about referencing

• At the end of the session, if these questions have not been answered, raise them during the Q & A time
Why reference

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

- Paraphrasing
- Summarising
- Quoting
- Copying (incl. tables, graphs, figures & images)
- Mentioning ideas & works of others
UniSA Harvard Referencing

In-text

Author’s family name

Year of publication

Page number (sometimes)

Reference list

Full bibliographic details
Ways to integrate information - 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 & 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 nonwork travel through time use analysis’, Landscape and Urban Planning, vol. 73, no. 2, pp. 244-261.)
Ways to integrate information - paraphrase

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

In order to meet the goals established by the decree, a waste quantification model has been implemented (Solis-Guzman et al. 2009).

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

As Solis-Guzman et al. (2009) explain, in order to meet the goals established by the decree, a waste quantification model has been implemented.

Activity 2 - Paraphrase practice

Original text:

‘Moving forward with waste minimisation in construction requires a thorough source evaluation of design waste, which should set out to influence a change to a waste reduction design paradigm’ (Osmani, Glass & Price 2008, p. 1157).

Reference
Comment on this paraphrase

Original text:
‘Moving forward with waste minimisation in construction requires a thorough source evaluation of design waste, which should set out to influence a change to a waste reduction design paradigm’ (Osmani, Glass & Price 2008, p. 1157).

Paraphrase:
The future of waste minimisation in construction requires a thorough source evaluation of design waste, which should set out to influence a change to a waste reduction design paradigm (Osmani, Glass & Price 2008, p. 1157).

Simply changing one word or phrase with another word or phrase is not sufficient.
Comment on this paraphrase

Original text:
‘Moving forward with waste minimisation in construction requires a thorough source evaluation of design waste, which should set out to influence a change to a waste reduction design paradigm’ (Osmani, Glass & Price 2008, p. 1157).

Paraphrase:
For meaningful change to occur with regards to minimising waste in the construction industry, a systematic evaluation of waste which occurs in the design process is essential.

A more thorough paraphrase. The main message is captured in the student’s writing. However, no reference is provided. This is a form of plagiarism!!
Comment on this paraphrase

Original text:
‘Moving forward with waste minimisation in construction requires a thorough source evaluation of design waste, which should set out to influence a change to a waste reduction design paradigm’ (Osmani, Glass & Price 2008, p. 1157).

Paraphrase:
For meaningful change to occur with regards to minimising waste in the construction industry, a systematic evaluation of waste which occurs in the design process is essential (Osmani, Glass & Price 2008, p. 1157).

**Good. A more thorough paraphrase. The main message is captured. Appropriately referenced.**
Adding your voice (academic voice)

- Paraphrasing is not simply related to the issues of referencing and academic integrity
  - It 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
  - These comments are considered your voice.

- Consider the example on the next slide
Small and medium enterprises (SMEs) are the relevant stakeholder group exposed to on-site waste generation. It is estimated, for example, that as much as 90% of construction work is carried out by a variety of small subcontractors while the large main contractor tends to focus on management and coordination (Briscoe et al. 2001; Khalid et al. 2006; Saunders & Wynn 2004). The improvement of their performance will enhance the effectiveness and efficiency of waste management throughout the project (Li et al. 2010). In fact, SMEs have strong willingness to participate in project waste management. A survey conducted to explore the attitudes of the subcontractors, <text deleted> strongly agreed that the waste management system in the project will result in a cleaner and safer site (Queensland Government EPA 2002). Therefore, SMEs need to take responsibility for waste planning and management through integration with project delivery and within their capability scale.

(Adapted from Li 2010, p. 6)
Any questions?

www.unisa.edu.au/L3ITEE

www.unisa.edu.au/Referencing

Contact a Learning Adviser to make a face-to-face or telephone appointment, or email your query:

Ph: 8302 5006 / 1300 657 133
Fax: 8302 5777
email: ltu@unisa.edu.au
References
