Copyright Notice

Do not remove this notice.

COMMONWEALTH OF AUSTRALIA

Copyright Regulations 1969

WARNING

This material has been produced and communicated to you by or on behalf of the University of South Australia pursuant to Part VB of the Copyright Act 1968 (the Act).

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.
Academic writing and referencing
Today’s workshop

• Practical steps for doing academic assignments
• Requirements & marking criteria
• Paragraph structure
• Incorporating and referencing sources; Turnitin
• Academic language
• Acting on feedback
• Advice from a successful LCB MIHM student
Steps in doing an assignment

- Understanding requirements
- Planning
- Researching
- Organising
- Drafting
- Editing & proofreading
Understanding task & initial planning
1. Understand the task
   – assignment type
   – directive/task words (e.g. analyse, compare, discuss, explain)
     See Study Help: Online Resources (‘Improving your academic skills’ - ‘Planning’ - ‘Understanding assignments and instruction words').
     – topic/information words
     – scope (general) & focus (specific)

2. Check assessment feedback form for marking criteria

3. Draw up a general assignment plan
   – steps
   – completion dates
What is your understanding of these common task words?

<table>
<thead>
<tr>
<th>Analyse</th>
<th>Argue</th>
<th>Justify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess</td>
<td></td>
<td>Outline</td>
</tr>
<tr>
<td>Compare</td>
<td></td>
<td>Prove</td>
</tr>
<tr>
<td>Contrast</td>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>Criticise</td>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td>Summarise</td>
</tr>
<tr>
<td>Define</td>
<td></td>
<td>Trace</td>
</tr>
</tbody>
</table>

- Analyse
- Argue
- Assess
- Compare
- Contrast
- Criticise
- Debate
- Define
- Demonstrate
- Describe
- Discuss
- Evaluate
- Examine
- Explain
- Illustrate
- Interpret
- Justify
- Outline
- Prove
- Review
- State
- Summarise
- Trace
- Warn
Researching
1. Use the question/topic to guide your reading of set & suggested readings & make notes, including references. You might also make an initial rough plan.

2. Use the question/topic to help you find additional readings (access electronic journals through library) & make notes *in your own words*. (See Library for more information on search techniques).

3. Group your notes into key topic areas that match your question/topic
Reading critically

• How does the journal article relate to the assignment task?
• What issue is (are) the writer(s) examining?
• How did they get their information?
• Do they provide enough evidence?
• What kind of background do they come from? (e.g. industry, academic)

• What's their key argument?
• Is anything missing from their argument?
• Do they look at the issue from more than just one side?
• Does the writer overgeneralise their claims?
• What theory do they use?
• How do they apply this theory?
• Is there alternative theory that could work just as well?

• Does their conclusion follow from the discussion?
• How can others use their ideas/recommendations?
• What does this mean for others in the same situation?

• What would the opposite point of view be?
• Does what they say need to be qualified in any way?
• What needs to happen now as a result of what the writer suggests?
Organising & drafting
• Make an assignment plan – list your main points

• Draft body of essay before introduction and conclusion

• Group ideas from readings to build sets of arguments (use headings as a guide but remember to remove from finished essay unless requested)

• Make sure each paragraph opens with & develops one main idea

• Use plain language to express clear meanings
• Use clear examples & evidence to support points

• As you write, cite sources using in-text referencing and develop full Reference list

• Organise sentences into structured paragraphs

• Sequence paragraphs in a logical order
Editing & proofreading
Editing

• content (have you demonstrated understanding & quality thinking/ideas?)
• word count (penalties may apply)
• check against marking criteria (have you done what was required?)
• structure (is it logical, easy to read?)

Proofreading

• referencing (in-text & reference list)
• expression
• grammar
• spelling
• punctuation
Avoid

• generalisations and unsubstantiated assertions
• emotive language (e.g. “fantastic”, “disgraceful”) and exaggerations
• empty padding of word count
• unnecessary repetition
• sexist language
• plagiarism
How would you approach this task?

**Assessment #1 - Individual Learning Review (Graded)**
Your task is to select 2 skills from an incident in your work experience or experience outside work; to describe how you confronted and handled the situation; to reflect on this event; to analyse and assess the effectiveness of the managerial skills in terms of the concepts you have covered in the course; and to consider ways of acting more effectively in the future. It is advisable that you consider 2 specific managerial skills that you have studied in this course that need improvement.

The following are examples of possible managerial incidents (these are only examples):
- miscommunication between you and a colleague
- poor delegation of work load for your team members
- inability to identify the problems or issues in an incident
- managed individual differences poorly
- inability to provide clear change strategies for other team members
- inability to apply cross-cultural concepts to manage others
Assessment #1 - Individual Learning Review (Graded)

Your task is to select 2 skills from an incident in your work experience or experience outside work; to describe how you confronted and handled the situation; to reflect on this event; to analyse and assess the effectiveness of the managerial skills in terms of the concepts you have covered in the course; and to consider ways of acting more effectively in the future. It is advisable that you consider 2 specific managerial skills that you have studied in this course that need improvement.

The following are examples of possible managerial incidents (these are only examples):

- miscommunication between you and a colleague
- poor delegation of work load for your team members
- inability to identify the problems or issues in an incident
- managed individual differences poorly
- inability to provide clear change strategies for other team members
- inability to apply cross-cultural concepts to manage others

Write in essay style including an introduction, main body, and a conclusion.
The main body should consist of 4 main headings using Kolb’s Experiential Learning Cycle:

1. **Concrete Experience (approx. 100 words)**
   Provide a brief description of the specific incident. Don't get too lost in the detail of the event. What happened? How did you feel? What were the causes and consequences? It is essential that you clarify the 2 skills (chosen from the first 5 topics) you will be addressing by the end of the introduction.

2. **Reflective Observation (approx. 400 words)**
   Reflect on the event and observe the experience from many different perspectives, using the skills assessment results (i.e. Personal Style Inventory - MBTI, PAMS, Learning style, or/and Values).

3. **Abstract Conceptualisation. Create concepts that integrate your observations into logically sound theories (approx. 500 words)**
   Show that you have read and understood the relevant concepts. Discuss the insights you obtained from using the concepts to understand the event and the implications for being more effective in the future.
The main body should consist of (use) 4 main headings using Kolb’s Experiential Learning Cycle:

1. **Concrete Experience (approx. 100 words)**
   Provide a brief description of the specific incident. Don't get too lost in the detail of the event. (Explain) What happened? How did you feel? What were the causes and consequences? It is essential that you clarify the 2 skills (chosen from the first 5 topics) you will be addressing by the end of the introduction.

2. **Reflective Observation (approx. 400 words)**
   Reflect on the event and observe the experience from many different perspectives, using the skills assessment results (i.e. Personal Style Inventory - MBTI, PAMS, Learning style, or/and Values).

3. **Abstract Conceptualisation. Create concepts that integrate your observations into logically sound theories (approx. 500 words)**
   Show that you have read and understood the relevant concepts. Discuss the insights you obtained from using the concepts to understand the event and the implications for being more effective in the future.
4. Active Experimentation – Your Improvement Plan (approx. 500 words)

In this section you need to demonstrate that you are able to use these theories to make decisions and solve problems. Outline the plans and actions that you could adopt to manage the situation more effectively in the future.

**Discuss the obstacles and resources** that are likely to occur (e.g. lack of time, lack of resources for training, lack of confidence etc.) and how can they be overcome.

**Provide a time frame** to improve the gap in the skill/skills.

**Provide a minimum of 10 references** to show that you have read widely and understood the concepts and skills used. In-text referencing is essential. Use the Harvard UniSA style of referencing.
4. Active Experimentation – Your Improvement Plan (approx. 500 words)

In this section you need to demonstrate that you are able to use these theories to make decisions and solve problems. Outline the plans and actions that you could adopt to manage the situation more effectively in the future.

**Discuss the obstacles and resources** that are likely to occur (e.g. lack of time, lack of resources for training, lack of confidence etc.) and **(discuss)** how can they be overcome.

**Provide a time frame** to improve the gap in the skill/skills.

**Provide a minimum of 10 references** to show that you have read widely and understood the concepts and skills used. **(Use)** In-text referencing is essential. Use the Harvard UniSA style of referencing.
Paragraph structure
Sample task

Assessment #2 – Essay (2,500 words)
Read the following case study, *Mitsubishi’s Soft New Boss Gets Tough*, and write an essay that compares the transactional and transformational models of leadership and discuss the various factors that contribute to the effectiveness of one model over another in a range of different cultural contexts. Use an extensive number of academic references to support your discussion.
Paragraph activity

- Sequence the sentences to create a cohesive paragraph
- As you do, highlight or underline any cohesive language that helped you to order the information
Paragraph structure

- **Topic sentence** • Introduces the topic of the paragraph
- **Clarification** • Explains the topic more directly in simpler language
- **Argument** • Presents the main point
- **Support** • Supports the main point with in-text referenced evidence, e.g. example
- **Close** • Summarises the key message of the paragraph
• However, the transformational leadership approach has some limitations and is not necessarily a replacement for transactional leadership behaviours.

• Its success can depend on the context in which it is practiced.

• The first limitation is that it may be less successful in emerging economies with cultures more attuned to a transactional style (Zagorsek, Dimovski & Skerlavaj 2009, p.159).

• In a setting where the transformational style is unfamiliar, organisations may not find it beneficial.

• An example of this is if a cultural value, such as ‘high uncertainty avoidance’ is the norm, a leadership style which may involve modelling innovative or unfamiliar practices could be confronting (Ermenali, Gohar & Temirbekova 2007, p. 720).

• Secondly, there is evidence that transformational leadership works best when operating from a ‘solid base of transactional leadership’ (Zagorsek, Dimovski & Skerlavaj 2009, p.159).

• In this way, the two leadership styles can be seen as complementary, rather than opposing, in that one builds on the other.

• This is supported by the work of O’Shea, Foti and Hauenstein (2009) which concludes that the most effective style of leadership involves a combination of these two styles.

• In sum, the success of a transformational style of leadership may depend on the context in which it operates, and it should not be perceived as replacing the transactional model, but rather as working alongside it.
However, the transformational leadership approach has some limitations and is not necessarily a replacement for transactional leadership behaviours. Its success can depend on the context in which it is practiced. The first limitation is that it may be less successful in emerging economies with cultures more attuned to a transactional style (Zagorsek, Dimovski & Skerlavaj 2009, p.159). In a setting where the transformational style is unfamiliar, organisations may not find it beneficial. An example of this is if a cultural value, such as ‘high uncertainty avoidance’ is the norm, a leadership style which may involve modelling innovative or unfamiliar practices could be confronting (Ergeneli, Gohar & Temirbekova 2007, p.720). Secondly, there is evidence that transformational leadership works best when operating from a ‘solid base of transactional leadership’ (Zagorsek, Dimovski & Skerlavaj 2009, p.159). In this way, the two leadership styles can be seen as complementary, rather than opposing, in that one builds on the other. This is supported by the work of O’Shea, Foti and Hauenstein (2009) which concludes that the most effective style of leadership involves a combination of these two styles. In sum, the success of a transformational style of leadership may depend on the context in which it operates, and it should not be perceived as replacing the transactional model, but rather as working alongside it.
However the transformational leadership approach has some limitations and is not necessarily a replacement for transactional leadership behaviours. Its success can depend on the context in which it is practiced. The first limitation is that it may be less successful in emerging economies with cultures more attuned to a transactional style (Zagorsek, Dimovski & Skerlavaj 2009, p.159). In a setting where the transformational style is unfamiliar, organisations may not find it beneficial. An example of this is if a cultural value, such as ‘high uncertainty avoidance’ is the norm, a leadership style which may involve modelling innovative or unfamiliar practices could be confronting (Ergeneli, Gohar & Temirbekova 2007, p. 720). Secondly, there is evidence that transformational leadership works best when operating from a ‘solid base of transactional leadership’ (Zagorsek, Dimovski & Skerlavaj 2009, p.159). In this way, the two leadership styles can be seen as complementary, rather than opposing, in that one builds on the other. This is supported by the work of O’Shea, Foti and Hauenstein (2009) which concludes that the most effective style of leadership involves a combination of these two styles. In sum, the success of a transformational style of leadership may depend on the context in which it operates, and it should not be perceived as replacing the transactional model, but rather as working alongside it.
Paragraph to essay

Note: The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement.

Referencing
Talk to a partner…

- What is your experience of referencing in your previous studies?
- When you studied before, did you acknowledge other authors in your writing? If so, how?
- Why do we refer to the ideas of others in our writing?
Paragraph activity

However, the transformational leadership approach has some limitations and is not necessarily a replacement for transactional leadership behaviours. Its success can depend on the context in which it is practiced. The first limitation is that it may be less successful in emerging economies with cultures more attuned to a transactional style (Zagorsek, Dimovski & Skerlavaj 2009, p.159). In a setting where the transformational style is unfamiliar, organisations may not find it beneficial. An example of this is if a cultural value, such as ‘high uncertainty avoidance’ is the norm, a leadership style which may involve modelling innovative or unfamiliar practices could be confronting (Ergeneli, Gohar & Temirbekova 2007, p. 720). Secondly, there is evidence that transformational leadership works best when operating from a ‘solid base of transactional leadership’ (Zagorsek, Dimovski & Skerlavaj 2009, p.159). In this way, the two leadership styles can be seen as complementary, rather than opposing, in that one builds on the other. This is supported by the work of O’Shea, Foti and Hauenstein (2009) which concludes that the most effective style of leadership involves a combination of these two styles. In sum, the success of a transformational style of leadership may depend on the context in which it operates, and it should not be perceived as replacing the transactional model, but rather as working alongside it.
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

It is no longer disputed that the nature of industrial and clerical work is dissatisfying. Employees prefer more involvement in their jobs, desire more self-control and a chance to make a bigger contribution to their organisation (Schuler, Sowling & Smart 1988, p. 17).
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

It is no longer disputed that the nature of industrial and clerical work is dissatisfying. Employees prefer more involvement in their jobs, desire more self-control and a chance to make a bigger contribution to their organisation (Schuler, Sowling & Smart 1988, p. 17).
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

According to (Schuler, Sowling & Smart 1988, p. 17) employers are at fault for requiring their staff to perform menial tasks that fail to develop their skills and denying them opportunities for having a say in how the organisation is run.
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

According to (Schuler, Sowling & Smart 1988, p. 17) employers are at fault for requiring their staff to perform menial tasks that fail to develop their skills and denying them opportunities for having a say in how the organisation is run.
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

People working in factory and office environments will feel more included if they are allowed some freedom in how they organise their workload and are given an important stake in a business’s operations.
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

People working in factory and office environments will feel more included if they are allowed some freedom in how they organise their workload and are given an important stake in a business’s operations (Schuler, Sowling & Smart 1988, p. 17).
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

People working in factory and office environments actually want to be given more responsibility by being allowed some freedom in managing their work for themselves as well as the opportunity to have more input in their business’s operations (Schuler, Sowling & Smart 1988, p. 17).
The dissatisfying nature of industrial or clerical work is no longer disputed. Many of today’s employees prefer a greater level of involvement in their jobs than was previously assumed. Many desire more self-control and a chance to make a greater contribution to the organisation (Schuler, Sowling & Smart 1988, p. 17).

People working in factory and office environments actually want to be given more responsibility by being allowed some freedom in managing their work for themselves as well as the opportunity to have more input in their business’s operations (Schuler, Sowling & Smart 1988, p. 17).
This version is most effective because it paraphrases the extract at the ‘ideas’ level rather than the ‘sentence’ and ‘language’ levels
Two components of referencing

1. In-text referencing (in the essay)

2. List of references (at the end of the essay)
Which is the correct Harvard in-text reference?

- (2008, JR Dyson)
- (JR Dyson, 2008 p.42)
- (Dyson 2008, p. 42)
- (Dyson, 2008 p.42)
Which is the correct Harvard in-text reference?

- (2008, p.42, JR Dyson)
- (JR Dyson, 2008 p.42)
- (Dyson 2008, p. 42)
- (Dyson, 2008 p.42)
Place the in-text reference immediately next to the information you are citing

Don’t group references at the end of the paragraph
What is the full reference for this book?

- Writer’s family name & initials Dyson, JR
- Year 2008
- Title Business organizations
- Name of publisher Roundhouse Publishers
- Place of publication London

Recap

In-text references:
author/date/specific page information
(Dyson 2008, p.42)

List of references:
full details of texts
When to reference

You need to provide a reference whenever you:

- Quote
- Summarise
- Paraphrase
- Mention information found elsewhere
In-text references

Include page numbers, e.g. Dyson 2008, p. 49, when you quote directly (or even when you refer to specific information found on a particular page)

Keep the page numbers of all references in a draft copy in case you want to find this information again for future assignments
More than one author

Two authors
Eber and Joseph (2003) claim that...
.... (Eber & Joseph 2003)

Three authors
Smith, Crichton, and Goldney (2012) claim that...
.... (Smith, Crichton & Goldney 2012)

Four or more authors
Gilmour et al. (1975) claim that...
.... (Gilmour et al. 1975)
Journal articles

What information do you need to include?

In what order?
Websites

What’s the in-text reference & full reference entry for this website?

Answer:

In-text Parliament of South Australia (2011)

If there is no author, cite the title of the work or the name of the organisation.

If there is no date, use the abbreviation n.d. (which stands for ‘no date’).

What should you do if a web resource has no author and no date?

Don’t use it!
Technology and human evolution

In this essay, I review the relationship between archaeological evidence for technologies and the evolution of modern humans. I argue that at a large geographical scale, major differences in technology reflect affinities resulting from the expansion and contraction of populations.

The central issue considered here is the degree and significance of differences between archaic and modern humans. This is the extension of an older and broader debate, applied to the modern human origins problem. Since the 1970s, there has been a tendency to emphasize the distinctiveness and recency of modern human behaviour (Binford 1981; Mellars 1991). Early on, this concerned the significance of hunting, but rapidly became extended to other aspects of behaviour - from food sharing, settlement patterns, technological complexity, technological flexibility, resource utilization and dispersing behaviour, to the presence or absence of other types of symbolic thought (Bahn & Vertut 1988; Binford 1981; 1984; Gamble 1993; Klein 1992; Mellars).

Contrasts have also been drawn in terms of life-history, physiological and morphological variables. For at least two decades it has been proposed that modern behaviour emerged at
• All your assignments will be submitted online

• Text matching software

• Large database (journals, websites, student assignments)

• Turnitin calculates a Similarity Index Score (%)

• For more information see ‘Using Turnitin’
• Inevitable some matches between students if all working on same essay topic

• But problems if a series of sentences match

• Similarity Index Score % can be high because of references, headers & footers & overuse of quotes

• Check with your Course Coordinator/tutor to see if you can make an early ‘trial’ submission using Turnitin

• MUST make each trial using the same name
<table>
<thead>
<tr>
<th>Non academic language</th>
<th>Academic language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary informal, general</td>
<td>Vocabulary formal, precise</td>
</tr>
<tr>
<td>• bad</td>
<td>• negative, detrimental</td>
</tr>
<tr>
<td>• thing</td>
<td>• element, aspect, factor, reason?</td>
</tr>
<tr>
<td>• get over (phrasal verb)</td>
<td>• overcome (non – phrasal)</td>
</tr>
<tr>
<td>• a lot</td>
<td>• a high number of, (or give exact number)</td>
</tr>
<tr>
<td>Contractions</td>
<td>Full forms</td>
</tr>
<tr>
<td>• It’s</td>
<td>• It is</td>
</tr>
<tr>
<td>Speech like structures</td>
<td>Formal written structures (formal)</td>
</tr>
<tr>
<td>• And about the reasons..</td>
<td>• The first main reason for this is…</td>
</tr>
<tr>
<td>Use of first person (‘I’)</td>
<td>No use of ‘I’ (but depends on assignment )</td>
</tr>
<tr>
<td>• I found research that shows</td>
<td>• Research shows that..</td>
</tr>
<tr>
<td></td>
<td>• Studies by Tran and Inglis (2008) show that…</td>
</tr>
</tbody>
</table>
Feedback

• feedback can take different forms
• use general and individual feedback to identify areas to improve
• access resources to assist you in developing your skills
Where to now?

• Attend and join in classes
• Complete assignments and read the feedback. Identify your strengths and weaknesses
• Request a meeting with your tutor to clarify problems and solutions
• See what online workshops and resources are available to you eg workshops; Make an appointment with a Learning Adviser
Online resources and appointments

**Study Help: Online Resources** access online guides to

- assessment tasks
- academic skills
- Referencing

Make an appointment with a Learning Adviser through [Campus Central](#) for advice on developing your academic skills (Level 2, Jeffrey Smart building, 217-243 Hindley Street)
Improving your academic skills

Use Study help resources
www.unisa.edu.au/Studyhelp
Referencing website

Resources for referencing include:

- Referencing Website

www.unisa.edu.au/Referencing
Roadmap to Referencing

Need help Referencing? Not sure what type of source you have?

Follow the Roadmap! The Roadmap to referencing site will help you decide what your source is and show you how to reference it according to Harvard-UniSA style

roadmap.unisa.edu.au
Additional resource

Assignment planning calculator (Massey University)
http://owll.massey.ac.nz/academic-writing/assignment-planning-calculator.php
Assignments are not about finding the ‘right’ answer
There often is no correct answer
The important thing is can you defend your position
How to defend it?
With your opinion…….? 
No…. 
With research, i.e. references from journals etc.

Advice from a successful MIHM student

Start from your thesis statement
Okay to say a theory may not work in a certain context
Assignments are more open-ended
Need to be creative
1. Look for ideas
2. Look for research material as support
3. Organise structure
Advice from a successful MIHM student

Break assignment questions into smaller parts
Assignment needs to be easy to read
  – Write plainly
  – Avoid using lots of theoretical terms
Find out what your tutor wants from you in your writing and give it to them
  – Do they come from industry or academia?
  – Have they had articles or books published?
  – Do they want you to be imaginative & take risks?
  – Do they want you to be more conventional?
Advice from a successful MIHM student

Learn from your feedback and use it to help you in your next assignment

A lot of people have a Master’s degree

It’s what you know that will put you ahead of others

You may get a job as a result of your degree but you won’t get any further once your lack of knowledge becomes clear to everyone

Reading is essential
Good luck!