

Yr Ymholiad annibynnol
Ysgrifennu academiadd
ADAD6001C

The independent inquiry
Academic writing
ADAD6001

Briff

Ar 6,000 o eiriau, mae'r ***Ymchwiliad Annibynnol*** yn ddarn sylweddol o ymchwil ysgrifenedig hunangyfeiriedig a gwneir fel myfyriwr israddedig. Mae'n rhoi cyfle i chi archwilio, yn eithaf manwl, bwnc o'ch dewis - gyda'ch goruchwyliwr.

I gwblhau'r ***Ymchwiliad Annibynnol*** byddwch yn:

- ✓ Diffinio pwnc
- ✓ Nodi deunydd ffynhonnell priodol a gwneud ymchwil angenrheidiol
- ✓ Llunio cwestiynau allweddol a gwerthuso a thrafod eich deunydd
- ✓ Trefnu deunydd yn rhesymegol er mwyn cynhyrchu dadl gydlynol
- ✓ Cyflwyno, cyfeirio a darlunio dadl i safon uchel

Brief

At 6,000 words, the ***Independent Inquiry*** is a substantial piece of self-directed written research undertaken as an undergraduate. It gives you the opportunity to examine, in some detail, a topic of your choice - with your supervisor.

To complete the ***Independent Inquiry*** you will:

- ✓ Define a topic
- ✓ Identify appropriate source material and carry out necessary research
- ✓ Formulate key questions and evaluate and discuss your material
- ✓ Organise material logically in order to produce a coherent argument
- ✓ Present, reference and illustrate an argument to a high standard

[https://www.bangor.ac.uk/studyskills/writing.php.
cy](https://www.bangor.ac.uk/studyskills/writing.php.cy)

- dewis topig;
- llunio cwestiwn ymchwil;
- cynllunio'r ymchwil yn effeithiol;
- bod yn drefnus wrth wneud eich ymchwil;
- ac ysgrifennu am yr ymchwil.

- choosing a topic;
- developing a research question;
- effective planning of the research;
- being organised and methodical while conducting your research; and
- reporting the research.

AMCAN(ION) y Modiwl

Gan adeiladu ar arferion ymchwil a ddatblygwyd ar Lefel 4 a 5, bydd myfyrwyr yn cynhyrchu Ymholiad Annibynnol hunangyfeiriol sy'n dangos y gallu i chwilio am wybodaeth drwy archwilio'n feirniadol cyd-destunau cymdeithasol, hanesyddol priodol / neu rai damcaniaethol cyfredol, a chyfathrebu'r archwiliad yr ymchwiliwyd ganddynt yn effeithiol.

Module Aims

Building on research practices developed at Level 4 and 5, students will produce a self-directed *Independent Inquiry* that demonstrates the ability to search for knowledge by critically exploring appropriate social, historical and/or contemporary theoretical contexts and to communicate their researched investigation effectively.

DEILLIANNAU DYSGU (1)

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- archwilio a **dadansoddi'n feirniadol** gwybodaeth a phrofiadau, ffurfio barn annibynnol, a mynegi dadleuon rhesymegol trwy adfyfyrio, adolygu a gwerthuso;

Learning Outcomes (1)

Upon the successful completion of this module, the student should be able to:

- investigate and **critically analyse** information and experiences, communicate independent judgments, and articulate reasoned arguments through reflection, review, and evaluation;

Dadansoddi'n feirniadol

- Mae **dadansoddiad beirniadol** yn ysgrifennu goddrychol oherwydd ei fod yn mynegi barn neu werthusiad yr awdur o destun.
- Mae **dadansoddiad** yn golygu torri i lawr ac astudio'r rhannau.
- Mae angen dau gam i ysgrifennu papur **beirniadol**: darllen **beirniadol** ac ysgrifennu **beirniadol**.

Critical analysis

- A **critical analysis** is subjective writing because it expresses the writer's opinion or evaluation of a text.
- **Analysis** means to break down and study the parts.
- Writing a **critical** paper requires two steps: **critical** reading and **critical** writing.

Learning Outcomes (2)

- **creu strwythur cydlynol**, a danategir gan **fframwaith damcaniaethol**, sy'n cyfleu eu syniadau yn briodol, ac sy'n dangos eu gallu i ddod o hyd i, i lywio, dethol, adalw, gwerthuso, adfyfyrio ar, trin, a rheoli data a ddaw o amrywiol ffynonellau;
- rhagweld a hwyluso newid a gweithio oddi mewn i gyd-destun amwyseddau, ansicrwydd ac anghynefindra.

Learning Outcomes (2)

- **create a coherent structure**, underpinned by a **theoretical framework**, which appropriately communicates their ideas, and shows their ability to source, navigate, select, retrieve, evaluate, reflect on, manipulate, and manage information and data from a variety of sources;
- anticipate and accommodate change and work within the context of ambiguities, uncertainties and unfamiliarity.

Ymchwil

- penderfynu ar y pethau i'w darllen a'r rhai i beidio â'u darllen
- penderfynu ar y rhannau penodol y byddwch chi'n ysgrifennu nodiadau arnyn nhw
- Trefnu eich amser

Research

- deciding what to read and what not to read
- deciding which specific material to make notes on
- Organising your time

- *“Do you really need this information? If so, which bits?”*
- *Will you really use it? When, and how?*
- *Have you noted similar information already?*
- *What questions do you want to answer with this information?”*

Cottrell, S. (2008, p.122)

- Meddyliwch yn ôl at y ffyrfiau o ysgrifennu tra yn y brifysgol
- Ydych chi'n cofio?

- Think back to the styles of writing since used at University
- Can you remember?

Ysgrifennu Arsyllwadol: Nodwch ddelwedd

Cyswllt â lle - Dewiswch wrthrych,

Stori'r arteffact: Adolygwch arteffact

Ysgrifennu Myfyriol: "Beth a gredaf?"

Collaborative Zine

- A – hyd at 5 artist, dylunwyr, ymarferwyr, dylanwadwyr, cymeriadau Animeiddio.
- B -gofod ffisegol (presennol) neu drosffennol (dychmygol neu ddelfrydol),
- C – persbectif damcaniaethol a / neu hanesyddol
- D -fformat a strwythur arddangosfa
- E – Strwythur ysgrifennu - naratif, adroddiad, cyfansoddiad, sylwebaeth, comig,

Reflective Writing: “What do I believe in?”

A Connection to place - Chose an object

Artefact story: Review an artefact

Observational Writing: Identify an image

Collaborative Zine

- A - up to 5 artists, designers, practitioners, influencers, Animation characters.
- B - a physical (existing) or metaphorical (imagined or idealised) space,
- C - theoretical and/or historical perspective
- D - exhibition format and structure
- E - writing structure - narrative, report, composition, commentary, comic,

Engraifft o strwythur treithawd hir

- Cyflwyniad 600 o eiriau
- Pwnc 1 1,600
- Pwnc 2 1,600
- Pwnc 3 1,600
- Conclusion 600 o eiriau

An example of a structure for an extended essay

- Cyflwyniad 600 o eiriau
- Pwnc 1 1,600
- Pwnc 2 1,600
- Pwnc 3 1,600
- Conclusion 600 o eiriau

**YSGRIFENNU’N
ACADEMAIDD**

ACADEMIC WRITING

Ysgrifennu'n ffurfiol

Osgoi ffurfiau emosiynol a goddrychol:

- (h.y. Dim 'in your face')
 - Mae dadl yr awdur yn basic iawn
- Yn hytrach, byddwch yn fwy GWRTHRYCHOL a GOFALUS:
- (h.y. Cymrwch gam yn ôl)
 - Gellir awgrymu nad yw dadl yr awdur wedi'i datblygu'n llawn

Formal writing

Avoid emotional and subjective forms:

- (ie not in your face)
- The author's argument is very basic
- Instead, be OBJECTIVE and CAREFULLY:
- (ie Take a step back)
- It could be suggested that the author's argument is not fully developed

Goddrychol v Gwrthrychol

GODDRYCHOL =

FI! FI! FI! FI! FI! FI! FI! FI!

GWRTHRYCHOL =

CYMRYD CAM YN ÔL

Subjective v Objective

Subjective =

ME! ME! ME! ME! ME! ME!

OBJECTIVE =

TAKE A STEP BACK

Datblygu dros amser
Pwysigrwydd drafftio
Derbyn adborth

DYFALBARHAU!

Develop over time
Importance of drafting
Receive feedback

Perseverance!

PWYLLLO!!!!

Bydd angen amynedd er mwyn cywiro a golygu .

Defnyddiwch

- Eiriadur
- raglen fel CySill
- Darllenwch yn ofalus
- Gorffwys a darllenwch eto

CONSIDER!!!

Patience will be needed to correct and edit.

Use

- Spell check
- Read carefully
- Take a rest and read again

Trefnu Syniadau

- ...a'r glud sy'n cysylltu syniadau mewn traethawd yw geiriau bach ac ymadroddion fel y rhain:

Organising ideas

- ... and the glue that links ideas in an essay are small words and phrases like these:

Trefnu Syniadau

- Yn y lle cyntaf / yn ail / yn drydydd ...
- Dywed rhai **xyz** ... fodd bynnag, dywed eraill **abc** ...
- Cyn ystyried **x** ..., rhaid edrych yn ofalus ar **y** ...
- Wedi dadansoddi **y** ..., symudwn i astudio **z** ...
- Trown yn awr i feddwl am ...
- Agwedd arall ar y pwnc hwn yw ...
- O graffu ar **x** ..., down i'r casgliad fod ...

Organising ideas

- First, Secondly, Thirdly, Finally, ...
- Some say **xyz**... however others say **abc**...
- Before considering **x**..., the...
- Having analyzed **y**..., we move to study **z**...
- Let's turn now to think about...
- Another aspect of this topic is...
- From scrutiny of **x**..., we conclude that...

AWGRYMIADAU YMRESYMU

- Yn ôl X
- Dywed X
- Mynna X
- Mewn erthygl sy'n dwyn y teitl X
- Yn 1900 honnodd X
- Yn ei erthygl *al;skdf* yn *als;kdfj* awgrymodd X
- Ar y naill law Ar y llall
- Gellir dadlau bod ...
- Tybia rhai fod ...
- Y farn gyffredinol yw bod ...
- Y farn ymhlith rhai yw ...
- Cred ambell feirniad fod ...
- Dichon fod ambell un yn ...

REASONING

- According to X
- X says
- X insists
- In an article entitled X
- In 1900 X claimed
- In his article *al; skdf* at *als; kdfj* X suggested
- On the one hand.... On the other
- It is arguable that...
- Some people think that...
- The general view is that...
- The view among some is...
- Some critics believe that...
- Some may be...

TERMINOLEG

Dadansoddi / Dadansoddwch

Mae ‘dadansoddi’ rhywbeth yn golygu ei rannu’n ddarnau. Edrychwch ar bob rhan yn fanwl gan ddisgrifio’r dadleuon a’r dystiolaeth o blaid ac yn erbyn pob un. Rhowch sylw hefyd i’r berthynas rhwng y gwahanol rannau.

Dehongli / Dehonglwch

Mae’r term ‘dehongli’ yn gyfle i chi ddangos eich bod yn deall cwestiwn neu bwnc. Efallai fod gofyn i chi ddehongli’r ffordd mae awdur neilltuol wedi defnyddio terminoleg arbennig. Neu efallai fod disgwyl i chi ddehongli darganfyddiadau gwaith ymchwil. Wrth ddehongli darganfyddiadau gwaith ymchwil, tynnwch sylw at unrhyw batrymau arwyddocaol neu’r berthynas rhwng dau beth sydd wedi achosi rhywbeth.

Gwerthuso / Gwerthuswch (yn feirniadol)

Meddyliwch am y term ‘gwerthuso’ fel mater o bwysu a mesur rhywbeth. Bydd llawer o gwestiynau traethodau’n gofyn i chi ‘werthuso’n feirniadol’ hefyd. Mae gwneud hyn yn golygu esbonio i ba raddau mae gosodiad neu ddarganfyddiad mewn darn o waith ymchwil yn wir, ac esbonio i ba raddau rydych chi’n cytuno â’r gosodiad neu’r darganfyddiad. Edrychwch ar amryw o wahanol ffynonellau er mwyn casglu tystiolaeth sy’n ategu dadl, a thystiolaeth sy’n gwrth-ddweud y ddadl. Ffurfiwch eich casgliad terfynol eich hun, gan seilio’ch penderfyniad ar y ffactorau rydych chi’n eu gweld fel y rhai pwysicaf. Cofiwch gyfiawnhau eich dewis.

Trafod / Trafodwch

Mater yw hwn o drafod yn ysgrifenedig. Byddwch chi’n defnyddio’ch gallu i resymu ac yn cynnig tystiolaeth rydych chi wedi’i dewis yn ofalus fel sail i’r achos o blaid ac yn erbyn y ddadl dan sylw. Efallai hefyd y byddwch chi’n tynnu sylw at fanteision ac anfanteision rhyw gyd-destun penodol. Cofiwch ffurfio casgliad ar y diwedd.

Some Terminology

Analyse	Break an issue into all its parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.
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Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counter-arguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
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Critically evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with <i>and</i> contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
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Discuss / Debate	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion.
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Strwythur

Structure

Thesis/ dadl / cynnig – Mae angen un!

- Mae'r rhain yn ddatganiad clir o'r hyn rydych chi'n bwriadu ei ddadlau.
- dylid ei adnabod o'r dechrau.
- rhaid cael eu cefnogi.
- Dyleid gallu cysylltu pob paragraff yn eich ymholiad â'r syniad hwn.
- Os na allwch gysylltu darn â'ch thesis, mae naill ai'n amherthnasol neu mae angen ei egluro.
- Mae'r ymholiad annibynnol yn ymgais i brofi honiad gwreiddiol / cyflwyno syniad / trafod pwnc trwy ddefnyddio gwahanol fathau o dystiolaeth.

Thesis/ argument/ proposal – You must have one!

- These are a clear statement of what you plan to argue.
- should be identifiable from the beginning.
- must be supportable.
- You should be able to connect every paragraph in your inquiry to this idea.
- If you cannot connect a passage to your thesis, it is either extraneous or in need of explanation.
- Your independent inquiry is an attempt to prove an original assertion/ present an idea/ discuss a topic through the use of various types of evidence.

Tystiolaeth -

- Yn eich ymholiad annibynnol mae sawl math o dystiolaeth medrwch ddibynnu arnynt.
- tystiolaeth weledol o gweithiau celf / dylunio / cerddoriaeth / darlunio / cynnyrch.... .
- Darllenwch o gwmpas eich pwnc i gael ystod o wybodaeth
- Hidlwch trwy'r wybodaeth
- Byddwch yn berthnasol gyda'ch tystiolaeth

Evidence –

- In your independent inquiry there are several forms of evidence you might rely on.
- the visual evidence of the works of art/ design/ music/ illustration/ product.... .
- Read around your topic to gain a range of information
- Sift through the information
- Be relevant with your evidence

Dadl -

- mentrwch y tu hwnt i ddisgrifiad ffurfiol o'ch delweddu a'ch syniadau.
- Darparwch dadansoddiad sy'n ystyried yr ystyr neu'r ystyron.
- cynnig dehongliadau neu ddadleuon neu syniadau.
- Cofiwch ymgorffori'r rhain mewn un ddadl gyffredinol. (Eich thesis / dadl / cynnig)
- gwnewch yn siŵr y gellir cysylltu pob brawddeg o'ch ymholiad annibynnol â'ch thesis/ dadl / cynnig.

Argument –

- venture beyond formal description of your images and ideas.
- Provide analysis that considers the meaning or meanings.
- offer multiple interpretations or arguments or ideas.
- Remember to incorporate these into a single, overarching argument. (Your thesis/ argument/ proposal)
- be sure that every sentence of your independent inquiry can be connected to your thesis/ argument/ proposal.

Casgliad

- Dylai eich ymholiad annibynnol ddod i ben gyda rhyw fath o sylwadau i gloi.
- Dylai'r casgliad ddangos i'r darllenydd yr hyn rydych chi wedi'i ysgrifennu a pham oedd yn bwysig.
- Mae'r casgliad yn crynhoi'ch traethawd ymchwil / dadl / cynnig

Conclusion

- Your independent inquiry should end with some form of concluding remarks.
- The conclusion should show the reader what you have written and why was important.
- The conclusion sums up your thesis/ argument / proposal

Cwestiynnau i ofyn wrth ysgrifennu

Questions to ask whilst writing

- A oes gan yr ymchwiliad annibynnol syniad canolog sy'n cael ei nodi'n ofalus ac yn glir? A yw wedi'i strwythuro'n dda, gyda pharagraffau sy'n ymwneud â'r syniad canolog?
- Ydy pwyntiau'r ddadl wedi'u trafod yn llawn gyda chefnogaeth dda? Ydy'r dystiolaeth yn briodol? Ydy'r drafodaeth yn gwneud y pwynt yn glir heb fod yn eiriog?
- Pa mor dda ydy'r ymholiad annibynnol yn llwyddo i fynd y tu hwnt i wyneb y testun i ddod â materion sylfaenol allan?
- A yw'r Ymchwiliad annibynnol wedi'i olygu'n ofalus? A yw'n rhydd o wallau gramadegol, argraffyddol a sillafu? A yw wedi'i fformatio'n daclus ac yn rhesymol?

- Does the independent enquiry have a central idea that is carefully and clearly stated? Is it well-structured, with paragraphs that relate to the central idea?
- Are the points of the argument fully discussed and well-supported? Is the evidence appropriate? Does the discussion make the point clear without being wordy?
- How well does the independent inquiry succeed in going beyond the surface of the text to bring out underlying issues?
- Is the independent Inquiry carefully edited? Is it free from grammatical, typographical and spelling errors? Is it neatly and reasonably formatted?

Pethau i'w gofio

- Enw, teitl, tiwtor.
- Nifer o eiriau
- Paragraff tua'r dechrau sy'n rhoi 'map' o'r ymholiad, yna, digon o eiriau sy'n cysylltu ac yn arwain rhwng paragraffau.
- Dadansoddi a dehongli – nid disgrifio.
- Ffont addas.
- Am yn ail linell.
- Cyfeirnod cywir yng nghorff y traethawd.
- Rhestr darllen gywir ar ddiwedd y traethawd.
- Dim gwybodaeth diangen.
- Gwirio sillafu/teipos.
- Defnyddio berfau cryno ac amhersonol.
- Osgoi ymadroddion ysgubol.

Things to remember

- Name, title, tutor.
- Word count
- An introductory paragraph that provides a 'map' of the inquiry, then, plenty of words that link and lead between paragraphs.
- Analysis and interpretation - not description.
- Suitable font.
- Double line spacing.
- Correct referencing in the body of the essay.
- Correct reading list at the end of the essay.
- No unnecessary information.
- Check spelling / typos.
- Use concise and impersonal verbs.
- Avoid sweeping phrases.

Cyfeirnod

PAM? ...

CADW TREFN

HWYLUSO DARLLEN

HWYLUSO CASGLU GWYBODAETH

Cydnabod Gwaith pobl eraill

Referencing

Why?.....

Maintaining order

Facilitate reading

Facilitate the collection of information

Acknowledge the ideas and work of others

..I OSGOI
Llên-ladrad



..TO AVOID...
plagiarism



Elizabeth Blackadder, *Abyssinian Cat*

Rhestr gyfeiriadau / **Referencing List**

Blackadder, E. (2003) *Abyssinian Cat* [coloured etching] Norfolk: Bircham Gallery.

Llên-ladrad

- Llên-ladrad yw defnyddio gwaith awdur arall fel petai'n waith eich hun.
- Mae hyn nid yn unig yn torri a gludo brawddegau o ffynhonnell eraill neu'n prynu hen bapurau ar-lein!
- Gall llên-ladrad hefyd fod yn benthyca **geiriau, gwybodaeth neu syniadau rhywun heb roi credyd cywir.**
- Mae'r defnyddio o ddyfyniadau yn profi eich bod wedi ymchwilio.

Pliagarism

- Plagiarism is using another author's work as if it were your own.
- This is not only cutting-and-pasting sentences from another source or buying old papers online!
- Plagiarism can also be borrowing someone's **words, information or ideas without giving proper credit.**
- Using quotations demonstrates that you have researched.

- Wrth lunio aseiniad academaidd, disgwylir i chi gydnabod gwaith pobl eraill drwy eu cyfeirnoddi mewn fformat cydnabyddedig a chyson
- **Rhestr gyfeiriadau**
- **cyfeiriad yn y testun**

- When producing an academic assignment, you will be expected to acknowledge other people's work by referencing them in a recognised and consistent format
- **Referencing list and bibliography**
- **In cite referencing**

- Pwrpas y **cyfeiriad yn y testun** yw'ch cyfeirio at fanylion llawn y cyhoeddiad mewn rhestr gyfeiriadau neu lyfryddiaeth lawn ar ddiwedd eich gwaith.

- The purpose of the **in-text citation** is to refer you to the full details of the publication within a full reference list or bibliography at the end of your work.

Rhestr gyfeiriadau:

Dylai manylion cyhoeddi llawn y cyfeiriad fod ar gael yn y rhestr gyfeiriadau ar ddiwedd eich aseiniad. Mae hyn yn cynnwys cofnod llyfryddiaethol llawn y ffynonellau y cyfeiriwyd atynt yn eich testun e.e.

Referencing list:

Full publication details of the citation should be found in the reference list at the end of your assignment. This contains the full bibliographical record of the references cited in your text e.g.

Pears, R. a Shields, G. (2016) Cite them right: the essential referencing guide. 10fed arg. diw. Basingstoke: Palgrave.

Rhestr gyfeiriadau:

Dylai alluogi unrhyw ddarllenydd i ddod o hyd i'ch ffynhonnell wreiddiol. **Trefnir rhestr gyfeiriadau yn nhrefn yr wyddor yn ôl cyfenw'r awdur neu, os nad oes awdur, yn ôl y teitl.** Weithiau gall eich tiwtor hefyd ofyn am lyfryddiaeth. Mae llyfryddiaeth yn rhestr o'r holl ffynonellau rydych wedi'u darllen ar gyfer eich aseiniad, os ydych wedi cyfeirio atynt yn eich testun neu beidio ac felly mae'n fwy cynhwysfawr na rhestr gyfeiriadau.

Referencing list:

It should enable any reader to locate your original source. **A reference list is arranged in alphabetical order by the author's family name or, if there is no author, by title.** A bibliography can also sometimes be requested by your tutor. A bibliography is a list of all the sources you have read for your assignment, whether or not you have cited them in your text and therefore more exhaustive than a reference list.

Wrth gyfeirnoddi LLYFR rhaid nodi:

- Awdur
- Dyddiad mewn cromfachau crwm ()
- Teitl mewn italigs
- Man Cyhoeddi
- Cyhoeddwr

e.e:

To reference a BOOK:

- Author
- Date in rounded brackets()
- Title in italics
- Place of publication
- Publisher

e.e:

Bowen, Z. (1988) *Wales' Great Story*.
Cambridge: Cambridge University Press.

Wrth gyfeirnoddi GYFROL, rhaid nodi:

- Awdur
- Dyddiad Mewn cromfachau crwm
- Teitl yr erthygl mewn atalnodau sengl
- Teitl y gyfrolmewn llythrennau italig
- Rhif y gyfrol
- Rhifau'r tudalennau

e.e:

To reference a JOURNAL:

- Author
- Date in rounded brackets()
- Article title in single inverted commas
- Title of Journal in italics
- Journal number
- Page numbers

e.e:

Davies, B. and Edwards, R. (1991) 'Beth yw Mesur Glas y Nen?', *The Astronomy Journal*. 2, 4 : 172-90.

Wrth gyfeirnod PENODAU mewn llyfrau...

- Awdur y bennod
- Dyddiad cyhoeddu
- Teitl y bennod
- Yn/in Y golygyddion
- Gol.
- Teitl y llyfr
- Man Cyhoeddi
- Cyhoeddwr
- Tudalennau

e.e:

Referencing a CHAPTER in a book

- Chapter Author
- Date of printing
- Chapter title in single inverted commas
- In name of editor/s
- Ed. In rounded brackets.
- Book title in italics
- Place of publication
- Publisher
- colon
- pages

e.g:

Mali, S. (1972) 'Nodiadau ar Hanes Bywyd y Pentre Bach: Cyfeillgarwch', yn: Yjwc, J. (gol.) *Astudiaethau Cymdeithaseg Cymeriadau Llyfrau*. Efrog Newydd: Free Press: 32-47.

Gwefannau

- Rhaid copio'r cyfeiriad o'r blwch cyfeiriad sy'n ymddangos fel arfer ar gopa'r dudalen
- RHAID NODI'R dyddiad cyrchu
e.e:

Websites

- The address must be copied from the address bar normally at the top of the page
- The ASSESSED DATE must be noted
e.g:

Beddington, M. (2011) *Online Students' Anonymous*. Ar gael ar :
<http://www.stwff.ac.uk/sgets/anon/dimbyd.htm>, (Cyrchwyd: 17 Hydref 2011).

Accessed=cyrchwyd

Available at = ar gael ar

Fideo You tube

- Enw
- blwyddyn mewn cormfachau crwn
- Teitl y ffilm mewn italeg
- Ar gael ar : URL
- (Cyrchwyd : Dyddiad)

Ordavidoff (2011) *Y Wers*. Ar gael ar :
<http://www.youtube.com/watch?v=aZsl1h51eSY> (Cyrchwyd : 23 Gorfennaf
2011)

Video from You tube

- Name
- Date in brackets
- Ffilm title in italics
- Available at : URL
- (Accessed: Date)

Ordavidoff (2011) *Y Wers*. Available at:
<http://www.youtube.com/watch?v=aZsl1h51eSY> (Accessed on : 23 July 2011)

Darn o waith Gelf

- Arlunydd
- Dyddiad os ar gael
- Teitl y gwaith mewn italig
- Cyfrwng[]
- Lleoliad/ casglaid y gwaith
- Dinas

Da Vinci, L. (c.1503-06) *Mona Lisa* [Olew ar bren]. Musée du Louvre: Paris.

Art work

- Artist
- Date if available in brackets
- Title in italics
- medium[]
- location/ collection
- City

Da Vinci, L. (c.1503-06) *Mona Lisa* [Oil on wood]. Musée du Louvre: Paris.

Restr gyfeiriadau Esiampl

Referencing list example

Banerjee, A. and Watson, T.F. (2011) *Pickard's manual of operative dentistry*. 9th edn. Oxford: Oxford University Press.

Davidson, A. (2013) 'The Saudi Marathon Man', *The New Yorker*, 16 April. Available at: <http://www.newyorker.com/news/daily-comment/the-saudi-marathon-man> (Accessed: 22 June 2015).

Guy, J. (2001) *The view across the river: Harriette Colenso and the Zulu struggle against imperialism*. Charlottesville, Virginia: University Press of Virginia.

Hislop, V. (2014) *The sunrise*. Available at <http://www.amazon.co.uk/kindlestore> (Downloaded: 17 June 2015).

Homer (1997) *The Iliad*. Translated by J. Davies. Introduction and notes by D. Wright. London: Dover Publications.

Knapik, J. J., Cosio-Lima, L. M., and Reynolds, K. L. (2015) 'Efficacy of functional movement screening for predicting injuries in coast guard cadets', *The Journal of Strength and Conditioning Research*, 29 (5), pp. 1157-1162. *EDUC 1028: E-learning*. Available at: <http://intranet.bir.ac.uk> (Accessed: 25 June 2015).

Lucas, G. (2004) *The wonders of the Universe*. 2nd edn. Edited by Frederick Jones, James Smith and Tony Bradley. London: Smiths.

Medicine in old age (1985) 2nd edn. London: British Medical Association.

'Rush (band)' (2015) *Wikipedia*. Available at [https://en.wikipedia.org/?title=Rush_\(band\)](https://en.wikipedia.org/?title=Rush_(band)) (Accessed: 18 June 2015).

Cyfeirnoddi mewn Testun

In cite referencing

Hanfodion

Cyfeiriadau mewn testun:

Defnyddir y rhain wrth gyfeirio at ffynhonnell gwybodaeth o fewn testun eich aseiniad i ddangos o ble y daeth. Maent yn fanylion cryno'r ffynhonnell rydych yn cyfeirio at ac yn gyffredinol yn cynnwys cyfenw'r awdur / golygydd, blwyddyn cyhoeddi ac, os oes angen, rhifau tudalennau e.e.

Basics

In-text citations

These are used when referring to a source of information within the text of your assignment to show where it came from. They are abbreviated details of the source you are referring to and generally consist of the author's / editor's family name, year of publication and, if required, page numbers e.g.

(Pears a Shields, 2016, tud. 6)

Dyfyniadau

Quotations

Dyfyniad byr

Gall dyfyniadau byr hyd at 2 neu 3 llinell cael ei osod mewn dyfynodau sengl neu ddwbl (byddwch yn gyson)

Eich testun eich hun "Sitering vil si ordrett gjengivelse av andres arbeider. Da skal det være ordrett, og ikke misbrukt i forhold til den sammenheng sitatet brukes i" (Stene, 1999, t. 125). testun eich hun yn parhau

Cyfieithiad

Mae ddyfynn'n atgynhyrchiad gair am air o waith rhywun arall . Mae i fod yn llythrennol

Short quote

Short quotations up to 2 or 3 lines can be set in Quotation Marks single or double (Be consistent)

Your own text. "Sitering vil si ordrett gjengivelse av andres arbeider. Da skal det være ordrett, og ikke misbrukt i forhold til den sammenheng sitatet brukes i" (Stene, 1999, p. 125). Your own text continues.....

Translation

Quoting is the verbatim reproduction of the work of others. It is supposed to be literal....

Dyfyniad Hir

Dylai Dyfyniadau hirach na 2 neu 3 llinellau cael eu osod mewn paragraff ar wahân a'i fwenosod o'r brif destun. Nid oes angen dyfynodau.

Eich testun eich hun

Nid yw'n ddigonol i osod ffynhonnell mewn rhestr ar ddiwedd yr adroddiad. Dyled hefyd ei gofnodi yn y testun, fel bod y darllenwyr yn gwybod pa baragraff neu bennod mae'r ffynhonnell wedi'i gymryd. Ni ellir ddisgwyl i'r darllenwyr wneud waith ditectif (Rognsaa, 2000, t. 63)

Testun eich hun yn parhau....

Longer quotes

Quotes longer than 2 or 3 lines should be entered in a separate paragraph and indented from the main text. Quotation marks are not required

Your own text

It is not sufficient to only provide the sources in a list at the end of the report. They should also be cited in the text, so that your readers know what paragraph or chapter you have taken the reference from. You cannot expect your readers to do detective work. (Rognsaa, 2000, t. 63) Translated

Your own text continues....

**Enw'r awdur wedi ei integreiddio
yng nghorff y testun**

Mae Stene (1999, t. 125) yn diffinio dyfynnu yn y termau hyn: "Quoting is a word by word rendition of other people's work. Since this is the case, it should be given accurately and not be abused in any other context".
Testun eich hun yn parhau.....

**The name of the author is
integrated in the body**

Stene (1999, t. 125) defines quoting in these terms: "Quoting is a word by word rendition of other people's work. Since this is the case, it should be given accurately and not be abused in any other context". Your own text continues...

Aralleirio

Pan fyddwch yn aralleirio rydych yn mynegi geiriau rhywun arall yn eich geiriau eich hun. Fel arfer i gyflawni mwy o eglurder.

Testun gwreiddiol: The use of references and bibliographies is primarily based on the ideal of research as a collective endeavor. Here, a key point is the verifiability of research. You must account for where you have retrieved your information, as well as refer to it in such a manner that others may follow your sources and find the same information you did (Furseth a Everett, 1997, t. 142).

Testun wedi aralleirio : Furseth and Everett (1997) claim that the primary reason behind use of references and bibliographies is the ideal of research as a collective endeavor. Research should be verifiable, and those reading your work should be able to find those sources your material is based upon

Paraphrasing

When paraphrasing you express someone else's writing in your own words. Usually to achieve greater clarity.

Original text:

The use of references and bibliographies is primarily based on the ideal of research as a collective endeavor. Here, a key point is the verifiability of research. You must account for where you have retrieved your information, as well as refer to it in such a manner that others may follow your sources and find the same information you did (Furseth and Everett, 1997, p. 142).

Paraphrased text: Furseth and Everett (1997) claim that the primary reason behind use of references and bibliographies is the ideal of research as a collective endeavor. Research should be verifiable, and those reading your work should be able to find those sources your material is based upon.

Darn o Gelf

Artwork

Eich Testun yma.....



Coelio, C. (1664)
The Triumph of St. Augustine

Parhau a'ch testun yma....

Your text here.....



Coelio, C. (1664)
The Triumph of St. Augustine

Continue with your text here....

Cofiwch

Rhestr Cyferinodi

Coelio, C. (1664) *The Triumph of St. Augustine* [Olew ar Canfas]. Museo del Prado, Madrid.

Remember

Reference list

Coelio, C. (1664) *The Triumph of St. Augustine* [Oil on Canvas]. Museo del Prado, Madrid.

Linciau defnyddiol/ Useful links

- https://library.leeds.ac.uk/info/14011/writing/106/academic_writing/2
- Cottrell, S. (2008, p.122) '*The Study Skills Handbook*' Trydydd argraffiad. Basingstoke: Palgrave Macmillan
- <https://arthistoryrules.wordpress.com/essays/>

Ysgrifennu'n ffurfiol

Dwi

Dyw

'Sdim



Rydw i/Yr wyf i

Nid yw

Nid oes unrhyw ...



tric y berfau ...

Ceisiwch ddefnyddio
berfau cryno a berfau
amhersonol yn lle
dechrau pob brawddeg
gyda 'mae'...

Cryno ac Amhersonol

Awgrymu	Awgryma	Awgrymir
Cael	Caiff	Ceir
Dangos	Dengys	Dangosir
Dweud	Dywed	Dywedir
Esbonio	Esbonia	Esbonir
Gwybod	Gŵyr	Gwyddys
Honni	Honna	Honnir
Mynnu	Mynna	Mynnir

BERFAU CRYNO a BERFAU AMHERSONOL

Berfenw	3ydd unigol cryno	amhersonol
Agor	Egyr	Agorir
Awgrymu	Awgryma	Awgrymir
Cael	Caiff	Ceir
Clywed	Clyw	Clywir
Cymharu	Cymhara	Cymherir
Dangos	Dengys	Dangosir
Dod	Daw	Deuir
Dweud	Dywed	Dywedir
Esbonio	Esbonia	Esbonnir
Gweld	Gwêl	Gwelir
Gwybod	Gŵyr	Gwyddys
Honni	Honna	Honnir
Mynnu	Mynna	Mynnir
Mynd	Â / Aiff	Eir