

Academic Writing & Academic Integrity

Week 4 | Learning in the Digital Era (BMBM4008)

LEARNING OUTCOMES

By the end of today, you can...

01. Explain what makes writing academic
02. Recognise common university assignment types
03. Build a paragraph using PEEL
04. Spot academic misconduct and make responsible AI choices

What is academic writing?

Academic writing is how you explain an idea clearly and support it with evidence.

You make a point → show where the information comes from → explain why it matters.

Your reader should be able to follow your thinking.

Different assignments: part 1

ESSAY — Explores a question and builds an argument using evidence.

REPORT — Organises findings into clear sections, often with headings and recommendations.

RESEARCH PAPER — Investigates a focused question using a research method and evidence.

LITERATURE REVIEW — Compares and evaluates what existing sources say.

Different assignments: part 2

SUMMARY — Presents the main ideas of a text in a shorter form.

PROPOSAL — Sets out what you plan to investigate or do, and why.

ABSTRACT — Gives a brief overview of a longer academic piece.

Remember: always follow your own assessment brief.

Why does academic writing matter to you?

- ✓ Helps you answer the assignment question
- ✓ Makes it easier for your lecturer to follow your ideas
- ✓ Shows that you understand your reading
- ✓ Helps you earn credit for evidence-based reasoning
- ✓ Builds communication skills useful beyond university

Academic writing vs everyday writing

EVERYDAY: “Online learning is great because you can do loads of stuff.”

ACADEMIC: “Online learning can offer greater flexibility because students can access course materials at different times.”

What is the different between the two?

Aim for: clear language • focused ideas • a logical order • evidence • an appropriate tone

Every assignment has three main parts – what are they?

INTRODUCTION — What is this about, and what will I cover?

MAIN BODY — What are my key points, and what evidence supports them?

CONCLUSION — What have I shown in response to the question?

Introduction: set the scene

An introduction usually:

1. Introduces the topic
2. Explains why it matters
3. States what the assignment will discuss

Do not try to explain everything here.

Worked example: introduction

EXAMPLE QUESTION

“How can digital tools support university students’ learning?”

MODEL INTRODUCTION

“Digital tools are widely used in university study, from virtual learning environments to online libraries. They can help students access materials and organise their learning. This assignment discusses how digital tools can support access to resources and flexible study, while also considering the need to use them effectively.”

What else could I have added?

Main body: develop your answer

Each main paragraph should focus on ONE key idea.

Make your point → add evidence → explain it → link to the question.

Use separate paragraphs for separate ideas.

We will practise this using PEEL.

Worked example: main body

“One benefit of digital tools is flexible access to learning materials. For example, students may be able to revisit recorded explanations and access library resources outside scheduled teaching hours. This flexibility can help students review difficult topics at a pace that suits them. Therefore, digital tools can support learning by giving students more control over when they study.”

What is one thing that is missing here?

Conclusion: answer the question

A conclusion should:

1. Bring together your main points
2. Answer the assignment question
3. Avoid introducing a completely new argument

Think: “What should the reader take away?”

Worked example: conclusion

EXAMPLE QUESTION

“How can digital tools support university students’ learning?”

MODEL CONCLUSION

“In conclusion, digital tools can support university learning by improving access to study resources and offering greater flexibility. However, students still need to select suitable resources and manage their study time. Overall, digital tools are most useful when they are used purposefully alongside effective learning habits.”

PEEL: a simple paragraph plan

P POINT — What is the main idea?

E EVIDENCE — What supports it?

E EXPLANATION — How does the evidence prove your point?

L LINK — How does this answer the question?

Example question: “How can planning help university students manage their studies?”

P is for POINT

“Planning study time can help university students manage competing deadlines.”

WHY THIS IS A POINT

It clearly states ONE idea the paragraph will explore: the value of planning.

Ask yourself: “What am I trying to say?”

E is for EVIDENCE

HOW TO USE EVIDENCE

“A relevant study on students’ time management could be used here to show how planning relates to study habits.”

Evidence must come from a genuine, relevant source and be accurately cited.

Let’s look at an example...

E is for EVIDENCE

EVIDENCE (PARAPHRASE)

Broadbent and Poon (2015) found that time management was positively associated with academic achievement in online higher education.

WHY THIS IS EVIDENCE

This finding comes from a peer-reviewed journal found in the online library. It supports the point that managing study time effectively can help students succeed.

Broadbent, J. and Poon, W. (2015) 'Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review', *The Internet and Higher Education*, Vol. 27 (2), pp. 1–13. DOI: <https://doi.org/10.1016/j.iheduc.2015.04.007>

E is for EXPLANATION

“A study plan can make deadlines easier to see in advance, allowing students to divide large tasks into smaller steps rather than leaving everything until the last minute.”

WHY THIS IS EXPLANATION

It explains HOW planning might help and connects the idea to the paragraph's point.

L is for LINK

“Therefore, planning is one practical way students can manage their workload more effectively.”

WHY THIS IS A LINK

It brings the paragraph back to the question about managing university studies.

COMPLETED EXAMPLE

POINT

EVIDENCE

EXPLANATION

LINK

“How can planning help university students manage their studies?”

Planning study time can help university students manage competing deadlines. Broadbent and Poon (2015) found that time management was positively associated with academic achievement in online higher education. A study plan can make deadlines easier to see in advance, allowing students to divide large tasks into smaller steps rather than leaving everything until the last minute. Therefore, planning is one practical way students can manage their workload more effectively.

PEEL workshop: build your own paragraph

QUESTION: “How can planning help students prepare for assessments?”

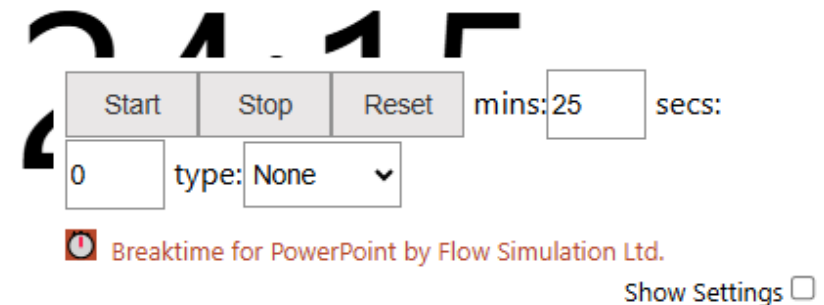
STEP 1 - Write one clear point

STEP 2 - Identify a source or evidence you would need

STEP 3 - Explain how it supports your point

STEP 4 - Link back to the question

STEP 5 - Compare with a partner



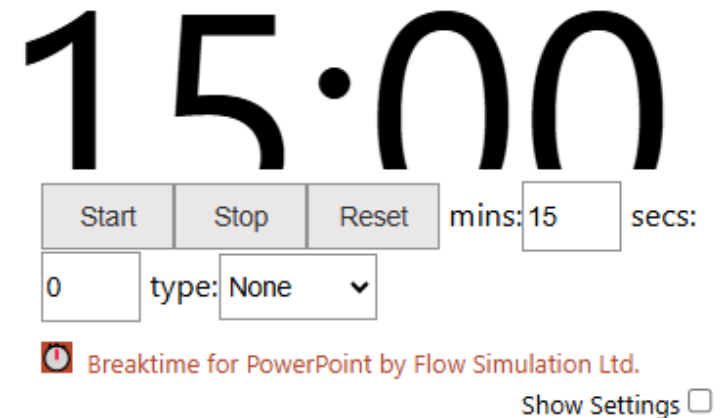
Break

When we return: academic integrity,
misconduct scenarios and responsible
AI use.

Academic integrity

Individually, in pairs or small groups, discuss the following:

1. What does academic integrity mean?
2. Why should it matter to you?
3. What might count as academic misconduct?
4. Where would you look for advice?



What is academic integrity?

Academic integrity means being honest about your work and how you produced it.

This means...

- Do your own assessment work.
- Credit the ideas, words and evidence you use.
- Follow your university's assessment guidance.

Why should it matter to you?

- ✓ You learn more when you do the thinking yourself.
- ✓ Your work shows what you can actually do.
- ✓ Correct acknowledgement respects other people's ideas.
- ✓ Academic misconduct can have serious assessment consequences.

Plagiarism: what does it look like?

- x Copying text without quotation marks or acknowledgement.
- x Using someone else's ideas without citing them.
- x Changing a few words but keeping the source's ideas without credit.
- ✓ GOOD HABIT: Keep track of sources as you read and write.

Self-plagiarism: can you reuse your work?

Submitting the same or substantially similar work for another assessment without permission may breach the rules.

Even if YOU wrote it, check before reusing it.

- ✓ **GOOD HABIT:** Ask your lecturer if you want to build on previous assessed work.

False authorship and contract cheating

Someone else completes work that you submit as your own.

Examples: buying an essay, having another person complete your assessment, impersonation or submitting another student's work.

- ✓ **GOOD HABIT:** Get support with learning, not someone to do the work for you.

AI and assessment: know the rules

AI tools may be useful for learning support, but what is permitted depends on your assessment instructions.

Do not submit AI-generated content as your own work where this is prohibited.

Check the module's "AI for Assignment" guidance on Moodle and follow any acknowledgement requirements.

Vevox Quiz

Join at:
vevox.app

ID:
183-932-327



AI ethics: what would you do?

SCENARIO A - AI creates a full paragraph. You change a few words and submit it.

SCENARIO B - AI explains a difficult concept; you then consult course materials and write your own answer.

SCENARIO C - AI invents a reference that looks genuine. You are tempted to include it.

What is the risk? What would a responsible choice look like?

Why checking AI output matters

- AI can produce convincing but incorrect claims or references.
- You remain responsible for what you submit.
- Verify facts and sources independently.
- Follow the assessment rules for permitted use and acknowledgement.

AI acknowledgement: Moodle walkthrough

Go to “Module Information” on Moodle and open the Module Handbook.

1. Find the “AI for Assignment” guidance
2. Identify which uses are allowed for your assessment
3. Look at the AI acknowledgement example in the template.

Assessment 1

Assessment 1: your next steps

Before you leave today, make sure you can answer:

- What am I being asked to do?
- What do I need to complete the work?
- What should I do first this week?

If unsure, please stay behind.

Today, we looked at...

- ✓ Academic writing is clear, organised and evidence-based.
- ✓ Different assessment types require different structures.
- ✓ PEEL can help develop focused paragraphs.
- ✓ Academic integrity means taking responsibility for your own work and sources.

Week 5: Reading Week

No scheduled lecture.

Use the time to progress Assessment 1:

- ✓ Re-read the brief
- ✓ Draft a plan or section outline
- ✓ Find and evaluate sources
- ✓ Check the assessment and AI guidance on Moodle

Reference list

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Questions?

Please ask if anything is unclear.

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