

Academic Skills

Report Task 3

Student Name:Constantin Sebian Avasilcii

Student ID: 2416075

Table of Content

Introduction	3
Academic Writing Skills.....	4
Paraphrasing Skills.....	4
Referencing Skills	5
Conclusion.....	7
References.....	8
Appendix: Evidences	9
Activity of Academic writing skill.....	9
Activity of Paraphrasing skill	10
Activity of Reference skill	12

Introduction

The module gave the best detail of different academic skills, the relevance of these skills for success in academics. In structured activities as well as in interactive sessions, I was able to practise, analyse as well as improve on my need taking in different courses, research skills, writing skills academic, paraphrasing skills, and referencing skills. This reflective report is based on three particular abilities which are academic writing, paraphrasing and referencing and how they have been enhanced during this module. Most of the skills are explained with support from the activities done in class to support how these lessons have enhanced my confidence and competence. Using the Gibbs reflective model in this context, this report will assess my overall progress and how it will impact future academics.

Academic Writing Skills

The academic writing skill is the main aspect of communication in higher education as it implies the organisation of the text, presence of rationale and scientific references, and a formal style of writing (Monippally and Pawar, 2021). In the course of the module, I participated in various assignments which to a greater extent, focused on distinguishing between student and academic writing. For one of these particular exercises, the task was to focus on features and select whether a specified writing exemplar is academic or non-academic. From this activity I was able to acknowledge the need to give up on the use of informal language and use grammar properly alongside use of references to support arguments made.

One work included the conversion of a simple and colloquial paragraph with an academic-style structure. For instance, refocusing free writing on university life using slang and augmenting this account with emphatic tone or a formal tone and then turning the outcome into a related agreed, concise, and professional-looking supportive paragraph helped to shape my sense of tone and audience. Apart from enhancing the quality of my work, this practice helped me be more reflective over logical and coherent approach to my work.

Some of the things that were adopted included the use of feedback from the peer reviews conducted during these sessions to develop areas that need to be improved on. For example, I found that my first ones often did not have a thesis statement or topic sentences. Engaging in multiple practices and useful criticism helped me to organise information more effectively while presenting the arguments. In general, all these activities proved helpful in enabling the student craft quality papers that are well-structured and credible in their presentation. I am now comfortable writing essays and reports that fit the academic writing requirement; increased in confidence through practice.

Paraphrasing Skills

The act of paraphrasing turns out to be very important in non-plagiarism and again in the overall goal of assessing understanding because it entails restating what has been said or written by someone else using the one's own words while at the same time conveying the same message as the one who authored it (Nabee *et al.*, 2020). Throughout the whole module, I participated in activities that helped me broaden my awareness of how paraphrasing can be done really, for instance, using different synonyms and changing the organisational structure of a given sentence and

switching from active to passive voice. This understanding helps me in enhancing my knowledge regarding paraphrasing skills. During one session, we engaged in the process of paraphrasing of sentences and paragraphs. Understanding the impact of this task was essential to avoid a lack of caution with regards to paraphrasing and attribution to sources.

The summarization of the group quiz enhancing paraphrasing was further helpful to me. In one of the questions, the students were asked to define paraphrasing in more than le replacing the synonyms, it is essential to understand the content first. Comments from these activities indicated habits of relying heavily on some synonyms, which, sometimes, skewed the meanings. Modifying this approach enhanced the quality and reduced ambiguity of paraphrased information. Also, I got to know the rule of using proper in-text citations in addition to paraphrasing to enhance the ethics of sourcing information. This was particularly helpful in those occasions where you needed to strike a balance between writing your ideas and copying from the resource material. Thanks to what I have learned, I am now better equipped to paraphrase using appropriate tools and correctly cite any work I do in my academics.

Referencing Skills

The referencing is significant in an academic work as it not only pays tribute to other people but also strengthens the assertion (Burns and Sinfield, 2022). This module helped me learn a lot of things; especially about referencing styles with a main focus on Harvard style. In the process of citation during the referencing workshop, we learnt how to cite books, journal articles as well as online resources. One of the main lessons learned was how detail-oriented the style should be when formatting references. It is crucial to understand the formatting of the reference style.

Thus we were given an activity to produce an in-text citation and a full reference for the book *Study Skills for Foundation Degrees* by Bedford and Wilson. While my initial attempt at the in-text citation, “(Bedford et al., 2020),” was incorrect, the session clarified the correct format: “(Bedford and Wilson, 2020).” Through this activity, I was able to understand the proper format of referencing. Likewise, building full references for online articles also educated me about inserting crucial information including publication date and access date to make it completely truthful. With the practical approach taken in exercises, these references became less anxiety-inducing and much more systematic in terms of usage. For instance, the session paved way into understanding what it took in particular matters such as the referencing software,

which helps in arranging sources for assignments. With these tools in place, I achieved less mistakes and more time so that I could concentrate on the content.

Moreover, class discussions also focused on the further importance of referencing like no plagiarism and creating a basis for the Course Project. These understandings encouraged me to approach all my academic tasks in the adherence to referencing standards profitably. From these workshops and practical applications, I have established the best structured method when it comes to referencing, this has in return boosted my confidence when it comes to producing highly supported and professional formatted academic work.

Conclusion

It is concluded that the module has been beneficial for me in improving my academic skills in which I have enhanced my skills in writing, paraphrasing and citation. The structure and focusing on the daily activity and feedback I had done really helped me to understand the nice clues on academic writing to give me clarity, precision and ethical consideration. In this respect, the usage of the tools and techniques studied inspires confidence in course requirements and presentation of concepts. These skills are relevant not only when I am studying but also in the subsequent academic and career related endeavours. As I will continue to expand on these foundations I am in a much better position to meet the challenges of academe with efficiency and ethical standards.

References

Burns, T. and Sinfield, S., (2022). Essential study skills: The complete guide to success at university.

Monippally, M.M. and Pawar, B.S., (2021). *Academic writing: A guide for management students and researchers*. Response Books.

Nabee, S.G., Mageto, J. and Pisa, N., (2020). Investigating predictors of academic plagiarism among university students. *International Journal of Learning, Teaching and Educational Research*, 19(12), pp.264-280.

Appendix: Evidences

Activity of Academic writing skill

Activity 1 - explanation

R U out 2nite? It will b gr8

This example includes numbers instead of words, and abbreviations.

Hoodies are lowering the tone of our town centres

This makes assumptions and contains personal opinion; it doesn't back up points with references and uses quite colloquial language (hoodies).

Emotive language shows influential power because everyone reading the advert will feel the same way, therefore all having the same attitude. We see too much of this on our screens!

This example uses personal and emotive language; symbols such as exclamation marks and includes no evidence to support the argument.



Prifysgol Cymru
Y Ddrindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Activity 2

Have a look at the paragraph below and rewrite it so that it is more formal:

Studying at a British uni can be a bit of a rollercoaster, to be honest. It's not all rainbows and sunshine. You're thrown into a world where the workload can hit you like a double-decker bus. Suddenly, those essays you thought were pretty decent in high school need to be polished to perfection. And don't even get me started on the grading system—it's like trying to decode hieroglyphics sometimes. But hey, it's not all doom and gloom. You meet people from all over the globe and learn about stuff you never knew existed. So yeah, while it's not always a walk in the park, studying at a British uni is definitely an adventure worth taking.

Activity 2

Suggested version:

Studying at a British university can be challenging. The academic workload can be demanding, often requiring more rigour than students might be used to. Assignments need to meet the higher standards expected at the university level. Moreover, navigating the grading system can also prove difficult, requiring careful attention to detail. However, in spite of all this, there are many opportunities for personal and intellectual growth. Interacting with a culturally diverse student body helps broaden perspective, while learning about unfamiliar subjects is enriching. Overall, although the experience may sometimes be difficult, studying at a British university is definitely worthwhile.

Activity of Paraphrasing skill



Group Quiz

1. Paraphrasing means expressing another person's ideas in your own words.



Paraphrasing is expressing the meaning of something written or spoken (by another person) using different words



Group Quiz

2. If you have read something and then expressed it in your own words, you do not need to reference where the original idea came from.

Even if you write it in your own words; if the 'idea' belongs to another person, you need to provide a reference for it.



Group Quiz

3. You should paraphrase a section of text by using a thesaurus to change some of the words.

If used on its own, it is a poor practice and still may increase the level of similarity of your work.



Activity of Reference skill

HARVARD REFERENCING WORKSHOP for CerTHE Business

1. What would be the correct in-text citation for the book shown below?

Title: Study skills for foundation degrees

Author: Dorothy Bedford and Elizabeth Wilson

Edition: Third edition.

Publication Date: 2020.

Publisher: Routledge

Place of Publication: Abingdon, Oxon ; New York ; Abingdon, Oxon ; New York

A) (Bedford et al., 2020)

B) (Dorothy et al., 2020)

C) (Bedford and Wilson, 2020)

D) (Study skills for foundation degrees, 2020)

2. In the box, write the full Harvard reference for the article details shown below.

An online article written by Amber Rolfe in 2021 with the title How to: Write a CV.

The link to the article is: <https://www.reed.co.uk/career-advice/how-to-write-a-cv/> and you accessed it yesterday.

Rolfe, A. (2019) *How to: Write a CV*, *reed.co.uk*. Available at: <https://www.reed.co.uk/career-advice/how-to-write-a-cv/> (Accessed: 17 November 2024).

3. How would the following source be cited in your text, and formatted in your list of references?

A book written by David Olusoga, in 2016, entitled *Black and British: a forgotten history*. Published by Macmillan in London.

In text: (Olusoga, 2016)

In reference list:

Olusoga, D. (2016). *Black and British: A forgotten history*. Pan Macmillan.

4. How would the following source be cited in your text, and formatted in your list of references?

A website by National Health Service about Acupuncture. Found at this address:

<https://www.nhs.uk/conditions/acupuncture/>

Published in February 2023, and you accessed it last week (pick a date).

In text: (NHS, 2023).

In reference list: NHS (2023). *NHS Choices*. Available at:

<https://www.nhs.uk/conditions/acupuncture/> (Accessed: 17 November 2024).

5. How would the following source be cited in your text, and formatted in your list of references?

An article by UNSW Sydney with a title How to Cite a Website and Online/Electronic Resources, written in 2023, found at <https://www.student.unsw.edu.au/how-do-i-cite-electronic-sources>. You accessed it today.

In text:

(UNSW Sydney, 2023)

In reference list:

UNSW Sydney (2023). *Harvard - Electronic sources*. Available at:

<https://www.student.unsw.edu.au/how-do-i-cite-electronic-sources> (Accessed: 17 November 2024).

6. What would be the correct in-text citation for the book shown below?

Title: The Study Skills Book.

Authors: Kathleen McMillan and Jonathan Weyers.

Edition: Fourth edition.

Pages: 1 online resource (470 pages)

Publication Date: 2021.

Publisher: Pearson Education Limited

Place of Publication: Harlow

- A) (McMillan and Weyers, 2021)
B) (McMillan et al., 2021)
C) (Kathleen and Jonathan, 2021)
D) (The Study Skills Book, 2021)