



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

Academic writing and communication

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Learning Objectives

- Further understanding of effective academic writing
- Understanding of:
 - the value of critical analysis
 - Plagiarism
 - Referencing
- Information on presentations (an assessment task)

DSAW7100 Learning Objective:

“critically analyse communications and communicate scholarship effectively”

When writing assignments or theses, you need to :

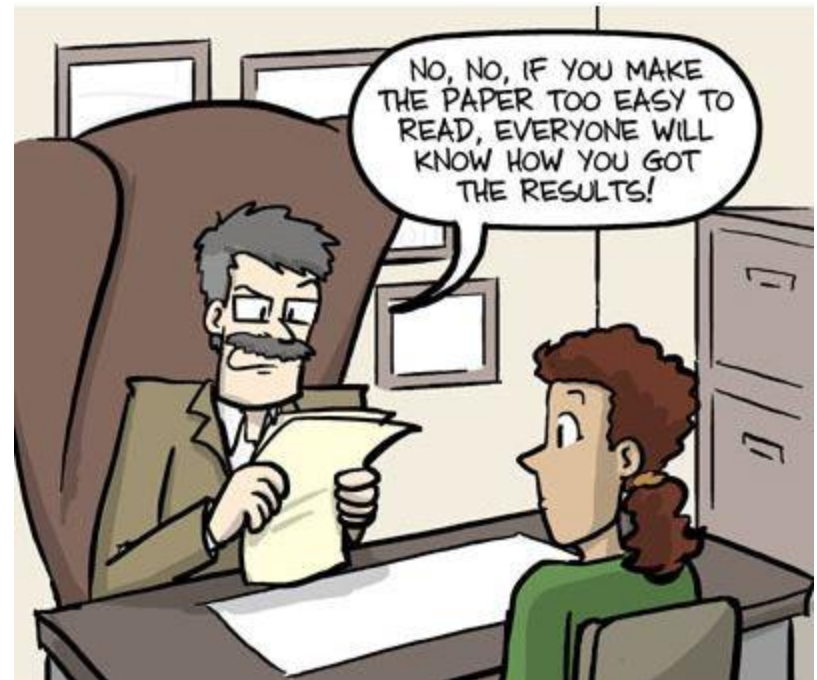
- clearly identify the topic you chose to write about, and why
- Clearly explain what you did
- outline conclusions and points of evaluation
- indicate sources of information, and why they have been included



Writing style

Accurate and appropriate use of language in your writing is one way of demonstrating academic rigour.

the best writing style is clear and not unnecessarily complicated



Writing style

- Address the title/question, and learning objectives

Aim to be:

- clear
- Coherent
- concise
- check spelling and grammar, and the word count!



Writing Style

- Past or present tense?
- Active or passive voice?
- What about 'me' (I)??



Sources of Information: your 'literature'



- Sources should be skilfully integrated into your writing.
- Use the UWTSD online library for advice and support
- Sources should be appropriate, and critically analysed

Sources of Information: your 'literature'

- It might be worth practicing your critical thinking and analysis skills on non-academic sources like newspaper articles, adverts etc
- make every source work for you in backing up your points: don't use unnecessary sources, and don't waste words in describing unnecessary parts of the source.



Many studies have investigated household accidents caused by cheese. These studies disagree about the most significant reasons for cheese-based injury with some arguing that choking on cheese poses the highest risk (Muffet, 2008; Moon; 2009; Rennet, 2011). Other studies claim that burns from melted cheese are more hazardous (Rechaud, 1989; Rarebit, 2009), whilst a minority of recent studies have identified slipping on cheese as a growing danger (Skepper, 2011).

This paragraph provides a concise summary of the state of current research and the positions taken by the key researchers in a particular field of study, and shows clear understanding of the issues.

Adapted from : <https://www.reading.ac.uk/internal/studyadvice/postgraduates/sta-masterswriting.aspx>

This paragraph goes into greater depth in order to interrogate the methods and stand-points of the researchers.



Skepper's recent study introduces a new model for assessing the relative dangers of cheese related-injuries (2011). He identifies the overall total damage done as more important than the frequency of injuries (Skepper, 2011). However, this model does not adequately take into account Archer's theory of 'Under-reporting' which states that people are less likely to report frequently-occurring small accidents until a critical mass of injuries are reached (2009).

Adapted from : <https://www.reading.ac.uk/internal/studyadvice/postgraduates/sta-masterswriting.aspx>

Your writing should show understanding, and should be easily understood

Line from a Masters-level
dissertation:

"Freudian psychoanalysis
demonstrates how our
personalities are
developed from our
childhood experiences."

*What do you think of this
statement?*

- Is 'demonstrate' the best word to use in this context?
- What part of Freud's many theories were alluded to in the reference to 'psychoanalysis'?
- What about the developments in psychoanalysis that have happened since Freud, and the many arguments against his theories?

Beware of plagiarism!

- Plagiarism is: “passing off, or attempting to pass off, another’s work as your own.”
- Avoid copying and pasting from web
- Indicate quotations very clearly, giving sources.
- Use copyright-free images, or ask permission, and credit sources
- See University regulations for postgraduate degrees
- Further information at : <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>



Referencing

- Use the Harvard System
- Refer to guides on Moodle
- Also good online guide at :
<https://library.leeds.ac.uk/skills-referencing-harvard>

Presentations

- Be clear, and get the message across
- Adhere to the title and/or objectives
- Use appropriate resources
- Engage the audience
- Know your subject, and be ready to answer questions
- Keep to **time**!



References

See :

- Antioch University (2015) *Writing for Academic Audiences*. [online] Available at: <http://www.antioch.edu/vwc/writing-resources/writing-for-academic-audiences/>. (Accessed 12.12.15)
- Bell, J. (2005) *Doing your Research project*. Oxford University Press
- Baker, S. and Carty, J. (1994) 'Literature searching: finding, organizing and recording information'. In: Bennett, N., Glatter, R., and Levac'ic', R. (eds) *Improving Educational Management Through Research and Consultancy*. London: Paul Chapman.