

ACE Practical Portfolio, Task 2

ACADEMIC REPORT

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Introduction

In this report the study of academic writing, paraphrasing, referencing and online learning experience will be discussed along with critical analysis of each topic. The experience through the process will also be discussed in every topic discussion. The reflection of this learning module is done based on Gibbs learning cycle model to reflect on the experiences during the terms (Adeani, 2018).

- **Academic Writing:** Academic writing is distinct in that it is straightforward, succinct, focused, organized, and evidence-based.
- **Paraphrasing:** Paraphrasing is the process of putting someone else's thoughts into your own words. You must rewrite a passage without modifying the context of the original text to paraphrase a source. Paraphrasing is a form of quotation that involves copying someone's exact words and putting them in quotation marks.
- **Referencing:** Recognizing your source in the body of your writing is known as in-text referencing or attribution, and linking your citations to your list of works cited is known as linking your citations to your list of works cited (also reference list or bibliography). Consult the glossary for a full description of these words, as well as the referring style guides for stylistic advice.
- **Online learning experience:** I've saved money and time by taking online courses. In addition, online classes allow me to work, be a wife and mother, and be a full-time student all at the same time. For me, the only disadvantage was when my machine crashed. Aside from that, taking online classes has been a satisfying and educational experience for me.

Topic 1: Academic writing

Depending on the analytical context and the intended audience, the accepted type of academic writing in the social sciences will differ greatly.

Description

Throughout the term, I have learnt that academic literature, unlike fiction or journalistic writing, has a systematic and logical structure. While practicing academic writing, the tutor guided me that the writing must be coherent and must have a logically ordered flow of ideas; this means that all of the parts must work together to create a unified whole. While writing academic works, I focused

on maintaining narrative connections between sentences and paragraphs to ensure that the reader will follow the points. Another key point that I got to know from the courses that the references should be correctly referenced in the article, and the introduction should provide a summary of how the rest of the paper is structured.

Feelings

The attitude expressed in a piece of writing is referred to as the overall sound. I found it very important that the address of the points of others must be equal and should have a narrative tone in the article. I had a shortcoming too when addressing a stance or statement with which will be disagreed as that needs to be truthful and avoid using loaded or biased words. In the social sciences, study issues are often dynamic and multi-dimensional (Huisman *et al.*, 2017). As a result, I found it important to use clear words with confidence. A reader can easily follow the line of thought thanks to well-structured paragraphs and simple subject sentences. On the other hand, I learned to make the language succinct and formal to convey exactly intentions of the piece of paper. I also found my strength as I found it preferable to avoid using abstract phrases that aren't descriptive or detailed enough for the reader to understand exactly the purpose.

Evaluation

The most important learning from this module for me is the use of words referred to as diction. It's crucial to be aware of the words you're using because words with almost identical meanings may have drastically different connotations. This is especially true in academic literature, where terms and terminology may take on a complex sense that defines a specific idea, definition, or phenomenon derived from that disc's epistemological culture of that particular discipline. I used to use words casually before which had an impending problem of implying adverse meaning whereas this course has enabled me to use words carefully considering the connotations. I lacked the knowledge of proper use of hyphens which should only be used to attach prefixes to words or to form compound phrases, while dashes should only be used to insert an explanatory comment in a sentence (Dirgeyasa, 2017).

Conclusion

From the discussion in the sector of academic writing, I managed to understand that the aim of academic writing is to maintain proper language, diction, punctuation and the whole process needs to maintain a formal tone. I developed the skill to rely on specific language and words to create the narrative tone of the work, so punctuation marks are used sparingly. Another viable knowledge I gathered is about the exclamation points which are rarely used to convey a heightened tone because they can come off as crude or overly enthusiastic.

Action plan

Objectives	Actions	Time span
To improve the skill of using punctuation	Practicing more writing along with learning about individual punctuation mark roles	Ten days
To learn about proper use of syntax	Preparation of diction using different syntax	Fifteen Days
To enhance the ability of writing well structured paragraphs	Practicing coherent flow of academic writing on different topics	Twenty days

Topic 2: Paraphrasing

Description

The most importance knowledge I anticipated is that one way to use a text in your own writing without actually citing source material is to paraphrase it. On the other hand, I acquired information about ethical issues like giving credit to the original author to avoid the issue of plagiarism. I tried to express my own interpretation of important facts and ideas shared by someone else, interpreted in a new way. When followed by correct documents, borrowing from a source is a legal option. A more comprehensive restatement than a description is required and hence this module helped me to concentrate on a single key concept in a succinct manner.

Feelings

The writer needs to be efficient and have skill to do paraphrasing perfectly (Roy & Grangier, 2019). I found it easy and trouble free to paraphrasing details from an unremarkable passage as it

assisted me in resisting the urge to quote excessively. I realized that the mental process needed for effective paraphrasing aids in grasping the original's full meaning (Thomson & Post, 2020). I found it hard a bit to compare the paraphrased version to the original to ensure that it correctly communicates all of the essential details in a new format. The new learning derived from this course for me is helpful to distinguish any particular word or phraseology that has been borrowed verbatim from the source as I enriched my weak skill to perfect the use of quotation marks. I was lagging behind initially to keep track of the source, including the page number on the note card, but later it helped me in easily making the credit it by using the material in the article.

Evaluation

This coursework enhanced my skill to read the whole passage as many times to understand fully as it helped me to write the paraphrased version while keeping the original note aside. I also learned that the writer should scribble a few words to remind him or her later how he or she intends to use the content below every paragraph. Initially I was having problem with writing keyword or phrase at the top of the note card which was preventing the process to signify the topic of the paraphrase.

Conclusion

Throughout this module I have learned that the paraphrasing is a very tough job to do in academic writing as there is a fine line between paraphrasing and coping from the real source. Hence, I focused on the fact that all the information needs to be in the paraphrased version as in the original. While paraphrasing, I need to be very careful and also keep an eye on the original work to avoid verbatim.

Action plan

Objectives	Actions	Time span
To avoid verbatim issues	Practicing paraphrasing of one paragraph multiple times	Six days
To avoid plagiarism	Using different words and style of sentence formation	Nine Days
To improve meaningful paraphrasing	Trying to paraphrase single paragraph in different words keeping same meaning	Twelve days

Type 3: Referencing

Description

Referencing is the most vital aspect of academic writing as without proper referencing, there can be allegations of academic misconduct or plagiarism too. Throughout this course, I analysed that different schools, departments, or lecturers may have different requirements regarding the referencing style. Initially I was not being able to make manual references and hence bad referencing was a common cause for me losing marks in assignments, so it's worth investing the time and effort to get it right. When writing an academic article, thesis, study, or task, the writer must emphasize the use of other authors' ideas and words in order to give credit to the original author for their own work and ideas (Rogerson & McCarthy, 2017).

Feelings

Initially, I was not being able to understand the importance of the need of making proper references. When paraphrasing or referencing someone's work, the author's last name and publication year should be included in the in-text citation (Pears & Shields, 2019). In course of time, I had a feeling that it is unethical deprivation to not give credit to the source in academic writing. On the other hand, I had confusion about the place to make citation within the text which was compromising my quality of academic writing.

Evaluation

I had a fair knowledge about Harvard and APA- American Psychological Association referencing but this course provided me with ample knowledge to cite with Chicago, and Vancouver along with Oscola referencing. While reading about references, I came to know that the Harvard referencing scheme is one of the most widely used whereas I learned to do footnote citations with it. Though same referencing style, the format can vary as per the university hence I started to check individual referencing guide for universities to finalise on the format (Dubossarsky *et al.*, 2019). Initially, though having a reference list at the end, I forgot to make citation within the text which is also a grave matter of concern and can make the work wrong.

Conclusion

However, this course made me understand that referencing is a very important task at the end of the writing and the writers need to do it carefully. It is very important to credit the source author in my writing otherwise I am doing an unethical thing to be honest. As there are many ways of referencing, I had to learn different ways of citations too. In order to master my academic writing,

I need to learn the referencing well enough to make it properly. I have also managed to know that there are many websites as well, for the help of referencing and citation.

Action plan

Objectives	Actions	Time span
To learn automatic referencing	Checking tutorials and learning materials	Three days
To improve in text citation quality	Writing and citing simultaneously	Six Days
To learn new referencing style like Vancouver	Going through referencing guide for Vancouver	Eight days

Topic 4: Online learning experience

Description

In the fast moving digital world, I have started doing online classes instead of attending the schools, colleges, universities physically which was intensified during lockdown period. Online learning sources have proven to be a great opportunity for me as I could not travel long-distance for academic benefits. On the other hand, my tutors also helped me in this module to improve the quality of learning experience in digital format. I found it to be very useful as it saves a lot of money as there is no need to travel to the institution and also at the same time it is very time effective process of learning. But I found some serious disadvantages of online learning as well like technicalities associated with it are complex sometimes.

Feelings

The online experience was surprising for me as the classroom and teacher are theoretically accessible 24 hours a day, seven days a week. The only reason for me in skipping class is that the system in my home was unable to connect to the internet. Otherwise, it provided me complete access to everything with more convenient manner. I was having fun in this experience as I was free to study whenever I like whereas it opened up a new way of widespread learning for me. The online environment can pique the interest of learners as I felt attracted to this mode of learning.

Evaluation

Aside from certain deadlines, the learning experience allowed me to set my own schedule for completing the course's requirements. On the other hand, procrastination is the beginning of the dark side as there was no one to remind me to be on time for class. Ironically, this became a source of frustration for me as it's scary to research alone. There's no back-of-the-room whispering, no witty remarks from the classmates, and no authoritative presence at the front of the room pleading for everyone to pay attention which I missed very much during this experience.

Conclusion

Online learning experience works in both ways and as everything has both the good and the bad side, online learning experience proves not to be an exception. I very much liked the no-traveling aura of this and it seemed very pocket friendly process of education for me.

Action plan

Objectives	Actions	Time span
To improve technical expertise of handling a computer	Surfing virtual classroom and applications	Ten days
To improve online research	Keyword focusing and doing research	Fifteen Days
To learn learning alone in virtual classroom	Completing individual self assessments in the online platform	Twenty days

Conclusion

In this report, referencing, paraphrasing, academic writing and online learning experience have been discussed and it has seen that all the topics have both positive and negative sides. Throughout my courses, I experienced mixed feelings in these modules and overall it improved my academic writing knowledge.

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