Orientation to Academic Writing

Centre for Teaching and Learning
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Steps for writing an assignment

- Set a time frame for the assignment | Assignment calculator on OWLL |
- Analyse the assignment question
  | Consultation with CTL |
    - task and topic
    - look at the specified learning outcome
- Brainstorm the topic
    - key questions that need to be answered?
    - what do you already know?
    - what do you need to find out?
- Find and choose sources
  | Consultation with Subject Librarian |
- Read and take notes
- Prepare outline
  | Consultations with CTL & Workshops |
- Write first draft
- Edit first draft, second draft, third draft...

Sample assignment question

Assignment 1: Essay   *See CTL workshops & OWLL for other formats*
Due date: 28 March, 2013   *See Assignment Planning link on OWLL*
Word limit: 1500 words *Keep to the word limit!*
Learning outcome: 3 *Use to help you understand assignment requirements*

> In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.

Take note!
You need to refer to at least **15 academic sources** in completing this assignment.

Make sure you use this!

Recommended source:
Griffin, R.W., & Moorhead, G. (2012). *Organizational behavior: Managing people and organizations.* Mason, OH: South Western/Cengage Learning.

> In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.

Step 1: Identify the topic
  - *What is the assignment about (broad topic)?*

> In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.
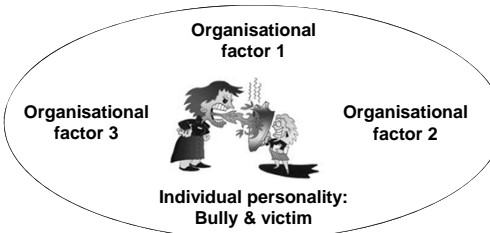
Step 2: Identify the focus
  - *What do I include on this topic?*
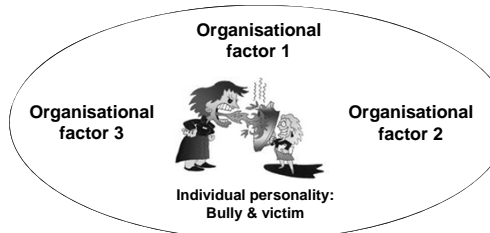

Organisational factor 1
Organisational factor 3
Organisational factor 2
Individual personality: Bully & victim

> In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.

Step 3: Identify the task
  - *What do I have to do in the assignment ?*

Organisational factor 1
Organisational factor 3
Organisational factor 2
Individual personality: Bully & victim

Slide 1

Identifying the task

Critically discuss

- Following a statement or a quotation, this implies that a judgment about the statement or quotation is necessary:
    - Do you agree or disagree with the statement? Why?
    - Do you agree partially? Why?

- Present a critical discussion
    - Cover competing ideas/perspectives and findings on the topic Where do researchers agree/disagree?
    - Strengths and limitations of suggested ideas?
    - Are there gaps in available research on the topic?

- Come to a conclusion on the problem. *Does the evidence in the literature support the statement?*

Slide 2

In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.

Does the evidence in the literature support this statement?

Organisational factor 1

Organisational factor 3

Organisational factor 2

Individual personality: Bully & victim

Slide 3

Brainstorm the topic

What are the key questions that need answering?

- What is workplace bullying? Definition(s)   *Define your concepts*
- Why is it a problem?   *Explain significance of problem: Effect on individuals/ organisations/society – **evidence from literature***
- How can individual personality contribute to workplace bullying?
    BUT
- Is a focus on these factors sufficient to prevent workplace bullying? Why?/Why not?
- Can organisational factors contribute to workplace bullying? Which factors? Why? How? Do they work in combination?
    SO
- Given our understanding of the factors, how can workplace bullying be prevented? Are there examples of successful implementation of measures?

Key words/phrases for Library search?

Slide 4

This session:

- Finding information in a journal article and taking notes
- Using your readings to help you write

We'll be using extracts adapted from the article by Bentley et al. (2012) during this section

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Slide 5

Taking notes for your assignment

- Keep your list of **key questions to be answered** in front of you
    – you're searching for relevant information only

- Take notes in the margins of journal articles as you read
    - summarise relevant ideas

- Note what the writer is *doing* in the text, for example:
    - **defining** a concept; **listing** a number of contributing factors

- Make **cross references** to other articles – note similar arguments or findings; additional information on a shared point

- Collect the notes from the articles in a document you can keep updating until you have enough information for your assignment

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Slide 6

Taking notes for your assignment

Keep key questions in front of you – you're searching for relevant information

Key questions	Article	My notes
Definition(s) of workplace bullying	Bentley et al. (2012)	**Exercise** Skim through the article by Bentley et al. to see whether it contains relevant information for our assignment. Look at: • the article title • the abstract • the first paragraph • headings • subheadings & first sentences under them
Significance of problem?		
Individual factors?		
Organisational factors?		
Preventative measures?		

Structure of research articles

The story structure of research

Introduction

Literature Review

Methodology Results

Discussion Conclusions

- There's this important problem or issue...
- and researchers understand some areas of the problem <u>but</u> others need more research
- a specific area requiring more research is this...and it's important because...
- <u>so</u> what we did was...
- and found that....
- which means we now know this.

(Adapted from Paltridge & Starfield, 2007)

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Research article

Articles generally include: ***Components***
Abstract: Brief summary highlighting reasons for study, methods & findings
Introduction: Significance of topic; brief review of theoretical background & earlier research on topic; reasons for current research
Method: How research was conducted & materials used
Results: Details on findings and statistical tests, with summaries of data in the form of charts/graphs/tables
Discussion: Analysis, interpretations, implications of results
Conclusion: Summary of key findings, implications for the field and suggestions of future directions for further research

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Skim through this passage from Bentley et al. (2012, p. 353):

Some of the specific work environment factors that have been found to be associated with bullying are outlined below.

- Lack of control over work tasks, time and behaviours has frequently been associated with bullying (Browning, Ryan, Thomas, Greenberg, & Rolniak, 2007; Einarsen, 2000; Ferris, Zinko, Brouer, Buckley, & Harvey, 2007; Foster et al., 2004; Matthiesen & Einarsen, 2001; Rayner, 1997; Zapf, 1999). Removing control by micro-management or excessive super-vision can be a form of bullying in itself as it increases feelings of powerlessness in the targets (Vartia, 1996). Lack of control over work is often associated with high workloads, also asso-ciated with bullying, and with lack of time control (Branch, Ramsay, & Barker, 2007; Einarsen, 2000; Einarsen et al., 1994; Rayner, 1997).
- Lack of clarity around work roles and goals, and inadequate information and communication are linked to bullying (Agervold & Mikkelsen, 2004; Einarsen, 1999; Matthiesen & Einarsen, 2007; Strandmark & Hallberg, 2007; Vartia, 1996). Role conflict and role ambiguity can lead to incompatible or conflicting demands and expectations, which in turn can give rise to frustration and stress.

Who should be acknowledged as the author of the bulleted points?

In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.

Sample from an essay on the topic:
Another organisational factor linked to workplace bullying is the workplace environment. Bentley et al. (2012) list a number of environmental factors found to be associated with bullying. These include...

Google: Manchester University + <u>Academic Phrasebank</u>
 - provides academic phrases to refer to the literature

In order to prevent workplace bullying, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss.

In regards to employee selection, one key primary prevention strategy is to use staff selection systems to screen out those with undesirable traits or motives (Blackman & Funder, 2002; Fodchick, 2007; Gardner & Johnson, 2001; Glendinning, 2001) or to select those with desirable qualities such as integrity (Ferris, 2009) or emotional intelligence (Yamada, 2008). However, these approaches need to be treated with care due to their potential for adverse impacts, and all selection methods must be valid and job related.

- How would you describe what the writers are doing in sentence two?
- Would this be a good point to use in the essay? Why?

In regards to employee selection, one key primary prevention strategy is to use staff selection systems to screen out those with undesirable traits or motives (Blackman & Funder, 2002; Fodchick, 2007; Gardner & Johnson, 2001; Glendinning, 2001) or to select those with desirable qualities such as integrity (Ferris, 2009) or emotional intelligence (Yamada, 2008). However, these approaches need to be treated with care due to their potential for adverse impacts, and all selection methods must be valid and job related.

Sample from an essay on the topic:
Bentley et al. (2012) point out that one way to prevent workplace bullying is by excluding potential bullies through staff selection systems which screen for undesirable traits or motives. However they caution that...

Try not to be intimidated by academic text…

   The negative consequences of bullying for the target are substantial. At the individual level, targets are likely to have lower self-esteem, more negative emotion, anxiety, stress, fatigue, burnout and depression than non-targets (Agervold & Mikkelsen, 2004; Einarsen, Matthiesen, & Skogstad, 1998; Hoel, Faragher, & Cooper, 2004; Lutgen-Sandvik, 2008; Mikkelson & Einarsen, 2002. These negative impacts are not limited to the target of bullying. Indeed, negative health effects have also been found among those who have witnessed bullying but have not been personally targeted (Burnes & Pope, 2007; Hoel et al., 2004; Lutgen-Sandvik et al., 2007).

   Negative consequences for the organisation are also considerable. Targets of workplace bullying have greater absenteeism, along with reduced job satisfaction, organisational commitment and work motivation (Agervold & Mikkelsen, 2004; Burnes & Pope, 2007; Hallberg & Strandmark, 2006; Loh, Restubog, & Zagenczyk, 2010). Targets are also more likely to leave the organisation (Djurkovic, McCormack, & Casmir, 2004, 2008). Further organisational costs include displaced effort in helping staff cope with bullying incidents, and the costs associated with investigations of ill treatment and potential court action (Rayner & Keashley, 2005).

**Reading tip: Skip over reference brackets when you read**

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Writing academic text

- Use journal articles in your own discipline as models to help you write academic text in the discipline
- Requires an examination of the **structure** and **features** of academic writing
    - structuring paragraphs to develop your argument
    - using and referencing sources

Note: _Not all journal articles use APA Referencing!_

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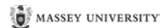
Paragraph structure

Use your understanding of structure to help you read and write academic text

- Each paragraph should develop **one** main idea
- The paragraph should have a **topic sentence** which states the main idea of the paragraph
    - usually placed in the first sentence of the paragraph
    - movement from a general point to specific information supporting that point
- The rest of the paragraph should develop the main idea
    - explanations, reasons, evidence, definitions of terms
- Use **connectors** to link sentences and paragraphs and guide the reader through the text

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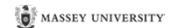
One main idea per paragraph

Negative consequences for the organisation are also considerable. Targets of workplace bullying have greater absenteeism, along with reduced job satisfaction, organisational commitment and work motivation (Agervold & Mikkelsen, 2004; Burnes & Pope, 2007). Targets are also more likely to leave the organisation (Djurkovic, McCormack, & Casmir, 2004, 2008). Further organisational costs include displaced effort in helping staff cope with bullying incidents, and the costs associated with investigations of ill treatment and potential court action (Rayner & Keashley, 2005).

Topic sentence - main idea

Supporting ideas:
Examples
Evidence

Use appropriate connecting words and phrases for:
- additional points (also; in addition; furthermore)
- contrasting points (in contrast; however; while)
- result(s) of something (as a result)
- cause of something (one possible reason; one contributing factor

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Connect the ideas in the paragraph

   At the individual level, targets are likely to have lower self-esteem, more negative emotion, anxiety, stress, fatigue, burnout and depression than non-targets (Hoel, Faragher, & Cooper, 2004; Mikkelson & Einarsen, 2002). These negative impacts are not limited to the target of bullying.

   Link your sentences and paragraphs
- One way is by using 'this' (singular) or `these' (plural)
- Follow this with a connecting word or phrase to make it clear what you're referring back to

Using `this' to link sentences and paragraphs

Some common words to make the reference back clearer and form a 'bridge' to your developing argument:

For things that happen:	For things that are done:	For views:
incident	action	idea
event	move	view
situation	reaction	attitude
circumstances	behaviour	perception
development	practice	perspective

(Adapted from Pakenham, 2001)

Essay structure

Introduction

Set up the context for your topic
Tell the reader about your focus in the essay and what will be included

Each body paragraph delivers on what's been promised
- one main idea per paragraph – usually expressed in first sentence (topic sentence)
- support main idea with evidence from literature
- connect sentences and paragraphs

Anchor each paragraph to the introduction by repeating key words in topic sentences

Conclusion

Come to a logical conclusion
- summarise main ideas
- look to the future
  - significance of what you've found

Prepare outline for essay

Assignment topic
In order to counteract workplace bullying and prevent future incidents, organisations need to look beyond issues of individual personality and examine how underlying organisational factors can contribute to the problem. Critically discuss. 1500 words

average words per paragraph =

150 - 200

So for this essay, start off with a rough plan for ...
10 or 11 paragraphs

A plan for this essay might look like this ...

1: Introduction: prevalence of workplace bullying; definition of bullying; consequences of bullying: individual & organisational

2: Current policies & practice often focus on issues with individual employees but research shows organisational factors also very important

3/4 : Factors with individual employees

5/6 : Organisational factor 1

7/8 : Organisational factor 2

9/10: Organisational factor 3

> What is the issue?
> Why is it a problem?
> What interventions can be used address it?
> Strengths/limitations of interventions?

11: Conclusion: combination of interventions needed to address complex problem; future – research and practice

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Introduction: Narrow down to specific focus of essay and thesis statement

Prevalence of workplace bullying
Consequences of workplace bullying
Formal definition of workplace bullying

⇩

Policy and practice in organisations often focus on issues with individual employees
BUT
Research has identified organisational factors associated with increased risk of bullying
SO
Organisations need to understand these factors in order prevent bullying

⇩

Essay discusses four main factors & critically examines measures to address them

General topic area
- Significance of problem or issue
- Definition of concept from academic source

⇩

Specific focus
- Focus in this essay?
- **Why** this specific focus?

⇩

Thesis statement
- What are you going to do in the essay?
- (Indication of structure)

Thesis statement

Possible examples:

Issues with individual employees cannot be ignored in any attempt to analyse and address an organisation's problem with workplace bullying. However it is crucial that the organisation also recognises and addresses organisational factors including A, B, C and D which may be enabling and even encouraging bullying behaviour.

Or

This essay argues that while issues with individual employees cannot be ignored in addressing workplace bullying, organisations need to recognise and understand the significant role played by organisational factors in enabling and even encouraging workplace bullying. Four major organisational factors will be discussed, including A,B,C and D...

More examples: http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

The Conclusion

Restate thesis; Summarise main points made in argument
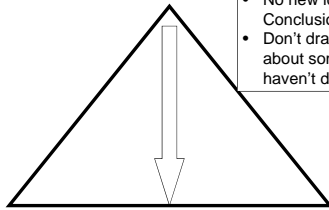
- No new ideas in Conclusion
- Don't draw conclusions about something you haven't discussed in essay

Look to the future: application of what you've found; further research needed on topic

Acknowledging your sources: APA Referencing

During this section we will be using the article by Bentley et al. (2012).

Why do I need to reference/cite my sources?

- To show the marker the <u>range</u> and <u>quality</u> of your reading
  - research skills
- To distinguish between your ideas and someone else's ideas
  - One of most frequent comments by markers: 'Source?'
  - "I read it somewhere" is not an acceptable explanation
- Using other peoples' ideas, words or data without acknowledging the source is **plagiarism**
- It must be clear to the reader whether any idea or fact you are using **in each and every sentence** is your own or has come from somewhere else

Acknowledging your sources: Using APA Referencing

<u>APA Method</u>

- <u>A</u>merican <u>P</u>sychological <u>A</u>ssociation
- Referencing system used in most courses
- Check which system is required in your papers
  - see your Course Guide/ask the lecturer

How do I reference sources using APA?

- **In-text references**: in the body of the assignment
  - few details of source
  - author surname; date of publication; page numbers (where applicable)
- **End-of text references**: in *Reference List*
  - full publication details of source
  - will vary for different types of sources

For every source you <u>refer</u> to in your assignment, there must be an entry in the References section of your assignment with full publication details

How do I include theory and research in my assignments?

You can use other writers' ideas and data by:

- Quoting — Using ideas from other writers written in **their words** (very limited use – 5% of assignment)

- Summarising — Using ideas from other writers written in **your own words**

*When you use another writer's ideas/information you must **always** acknowledge the writer as the source, including when you've written the idea in your own words.*

In-text references

International research has found workplace bullying to be a widespread problem in contemporary working life (Nielson, Mathiesson, & Einarson, 2010). Exposure to workplace bullying has been repeatedly shown by researchers to have damaging consequences for the target, observers, and wide-ranging negative consequences for the organisation (Hauge, Skogstad, & Einarson, 2009). Indeed, exposure to workplace bullying is claimed to be a "more crippling and devastating problem for employees than all other kinds of workplace stress put together" (Einarsen, Hoel, Zapf, & Cooper, 2011a, p. 4). Workplace bullying has therefore commanded increasing attention from academics, employers, labour organisations and regulatory agencies as a problem of significant concern (Beal & Hoel, 2010).

Summary

Summary

Introduction to quote

Quote

- Introduce quotations
- Always include page numbers with quotations
- Page numbers optional with summaries – ask lecturers
- Introduction to the quote must fit in grammatically with the quote

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Options for quoting

Information given prominence in sentence

Indeed, exposure to workplace bullying is claimed to be a "more crippling and devastating problem for employees than all other kinds of workplace stress put together" (Einarsen, Hoel, Zapf, & Cooper, 2011a, p. 4).

OR *Authors given prominence in sentence*

Indeed, Einarsen, Hoel, Zapf and Cooper (2011a) claim that exposure to workplace bullying is a "more crippling and devastating problem for employees than all other kinds of workplace stress put together" (p. 4). They...

Author prominent quotations gives you more option to make additional points about the source if you want to

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Summarising from sources

- Read the original text **carefully**

- **Mark-up** the text
  - identify the **central idea** and **main supporting points**
  - identify what the writer is *doing* in main & supporting points

- Explain the idea out loud: How would *you* say it?

- Write the idea using *your words* and *your sentence structure*

- Check for accuracy with the original source

- Acknowledge the original source

Check: When you've used citations to develop your argument, does the whole paragraph sound like you or like a patchwork of other people's writing?

Identify main and supporting points
Identify what the writer is *doing* in the text

The message is likely to be altered by distortions

Distortions, also known as noise or barriers, are anything that obstructs or changes the message and thereby misleads a receiver. Distortions can be physical, such as rattles from an old assembly line drowning out conversations held beside it, static on a poor telephone connection, or low quality sound systems distorting announcements at an airport.

They can also be psychological, and this kind of distortion usually refers to problems at the encoding and decoding stages. A listener may be half-thinking of some other topic. Someone trying to read a book may be hungry, tired, thinking of tomorrow's work, yesterday's love affair or the Christmas vacation. When a public speaker uses a large number of ums or ahs, or displays a poor vocabulary or distracting physical mannerisms, any of these may constitute noise and create distortions in the perceived message.

(Text adapted from Sligo et al., 2000, pp. 28-29)

Main idea

Supporting idea 1

Examples

Supporting idea 2

Examples

The message is likely to be altered by distortions
Distortions, also known as noise or barriers, are anything that obstructs or changes the message and thereby misleads a receiver.
Distortions can be physical, such as rattles from an old assembly line drowning out conversations held beside it, static on a poor telephone connection, or low quality sound systems distorting announcements at an airport.

They can also be psychological, and this kind of distortion usually refers to problems at the encoding and decoding stages. A listener may be half-thinking of some other topic. Someone trying to read a book may be hungry, tired, thinking of tomorrow's work, yesterday's love affair or the Christmas vacation. When a public speaker uses a large number of ums or ahs, or displays a poor vocabulary or distracting physical mannerisms, any of these may constitute noise and create distortions in the perceived message.

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Using a definition from a source *Quotation*

Sligo et al. (2000) define distortions as "anything that obstructs or changes the message and thereby misleads a receiver" (p. 28). They distinguish between physical distortions, such as those created by poor quality public sound systems, and psychological distortions caused by factors such as hunger or anxiety which may distract the receiver and obstruct the message. *Summary*

The message is likely to be altered by distortions

Distortions, also known as noise or barriers, are anything that obstructs or changes the message and thereby misleads a receiver. Distortions can be physical, such as rattles from an old assembly line drowning out conversations held beside it, static on a poor telephone connection, or low quality sound systems distorting announcements at an airport.

   They can also be psychological, and this kind of distortion usually refers to problems at the encoding and decoding stages. A listener may be half-thinking of some other topic. Someone trying to read a book may be hungry, tired, thinking of tomorrow's work, yesterday's love affair or the Christmas vacation. When a public speaker uses a large number of ums or ahs, or displays a poor vocabulary or distracting physical mannerisms, any of these may constitute noise and create distortions in the perceived message**.**

Using a definition from a source   *Author signals*

Sligo et al. (2000) define distortions as "anything that obstructs or changes the message and thereby misleads a receiver" (p. 28). They distinguish between physical distortions, such as those created by poor quality public sound systems, and psychological distortions caused by factors such as hunger or anxiety which may distract the receiver and obstruct the message.

Make sure that <u>your voice</u> guides your paragraphs

- Your voice must make the points, guiding the assignment
  - use your sources to back up what *you* say

- You are not going to be simply *reproducing or describing* information from your readings
  - you will be *applying* the theory and research to analyse the real world and
  - providing evidence to support <u>your</u> arguments

- Don't let your sources do the talking for you!

Application of information from Sligo et al. in a case study essay:

Another possible reason for John's failure to follow instructions from his supervisor is that messages from the supervisor are being distorted.	**My main point** - **my own idea** - **no citation**
Sligo et al. (2000) describe distortions as "anything that obstructs or changes the message and thereby misleads a receiver" (p. 28). They distinguish between physical distortions, such as those created by poor quality public sound systems, and psychological distortions caused by factors such as hunger or anxiety which may distract the receiver and obstruct the message.	**Supported by information from a source** - **authors cited**
In John's case the distortion is likely to be psychological in origin. The supervisor's constant verbal abuse in issuing instructions could be making John anxious and distorting the messages he is receiving.	**My own idea** **- no citation**
Verbal abuse has been linked to anxiety in a number of work settings (Dobson, 2005; Li, 2010)	**Support from sources** **– authors cited**

Using citation to develop your own argument

Different methods

1. **Information prominent citation**
   - you focus the reader's attention on the information you are presenting

2. **Author prominent citation**
   - you focus the reader's attention on the author(s) of the information you are presenting

Depends on the argument you are developing

Information prominent citations

Negative consequences for the organisation are also considerable. Targets of workplace bullying have greater absenteeism, along with reduced job satisfaction, organisational commitment and work motivation (Agervold & Mikkelsen, 2004; Burnes & Pope, 2007; Halberg & Strandmark, 2006; Loh, Restubog, & Zagenczyk, 2010). Targets are also more likely to leave the organisation (Djurkovic, McCormack, & Casmir, 2004, 2008). Further organisational costs include displaced effort in helping staff cope with bullying incidents, and the costs associated with investigations of ill treatment and potential court action (Rayner & Keashley, 2005).

- Information prominent citations are often used for grouping findings

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Author prominent citations

Studies investigating the relationship between bullying and organisational status have concentrated on the status of the bully rather than the target (Zapf et al., 20011). Einarson and Raknes (1997) found no difference between the experience of negative behaviours for workers, supervisors, and managers. Similarly, an extensive study by Hoel, Cooper, and Faragher (2001) of British employees found little difference between in prevalence rates when compared across different organisational status groups.

Information prominent citation
Author prominent citations

Author prominent citations are often used to cite specific findings from individual studies and describe specific studies in more detail

Compiling a Reference List

Overall Guidelines

- Entries are arranged alphabetically
- Direct readers as closely as possible to the information being cited
- Different information is required to find periodicals and non-periodicals
    - **Periodicals**: published daily/weekly/monthly
        Eg. journals; magazines; newspapers
    - **Non-periodicals**: not published periodically
        Eg. books; reports; brochures
- Entries for periodicals and non-periodicals are formatted differently in the reference list

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Reference list

Journal article:

Nielsen, M.B., Matthiesen, S.B., & Einarsen, S. (2010). The impact of methodological moderators on prevalence rates of workplace bullying: A meta-analysis. *Journal of Occupational and Organizational Psychology*, *83*(4), 955-979.

Writer's surname(s) & initials	Date of publication	Article title	*Journal title*

Volume number	Issue number	Page numbers

Articles with DOI numbers

- If the article has a **DOI** (Digital Object Identifier) number, add this number

> Preston, C. (2004). Children's advertising: The ethics of economic socialization. *International Journal of Consumer Studies*, *28* (4), 364-371. doi: 10.1111/j.1470-431.2004.00401.x

- Not all articles will have DOIs
- Check the article itself for a DOI – top of first page (left or right) or bottom of first page

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Reference list

Books:

Needham, A.W. (2003). *Workplace bullying: The costly business secret*. Auckland, New Zealand: Penguin Books.

Writer's surname & initials	Date of publication	*Book title*	Place of publication City & Country Or State (USA)	Publisher

Pyrczack, F., & Bruce, R. (1998). *Writing empirical research reports* (2nd ed.). Los Angeles, CA: Pyrczack Publishing.

> Use **APA Interactive** on Massey's OWLL site to create customised examples of APA references and in-text citations.

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Useful links on Massey's OWLL site to help with using sources

- **APA Interactive**:
    http://owll.massey.ac.nz/referencing/apa-interactive.php
- **Paraphrasing tactics:**
    http://owll.massey.ac.nz/referencing/paraphrasing-techniques.php
- **Register for online workshops on avoiding plagiarism**
    http://owll.massey.ac.nz/about-OWLL/studyup.php

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Recommended books on academic writing available from Massey's Library

Pyrczak, F., & Bruce, R. (2005). *Writing empirical research reports (*5th ed.). Los Angeles, CA: Pyrczack Publishing. **(808.06615 Pyr)**

Swales, J.M., & Feak, C.B. (1994). *Academic writing for graduate students: A course for nonnative speakers of English.* Ann Arbor, MI: The University of Michigan Press. **(808.042 Swa)**

Swales, J.M., & Feak, C.B. (2000). *English in today's research world: A writing guide.* Ann Arbor, MI: The University of Michigan Press. **(808.042Swa)**

Swales, J.M., & Feak, C.B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.) Ann Arbor, MI: The University of Michigan Press. **(808.0428 Swa)**

Recommended books on academic writing available from Massey's Library

Specific to areas of study:

Burton, L.J. (2002). *An interactive approach to writing essays and research reports in psychology.* Sydney, Australia: John Wiley & Sons. **(808.06615 Bur)**

Cargill, M., & O'Connor, P. (2009). Writing scientific research articles: Strategy and steps. Oxford, England: Wiley-Blackwell. **(On short loan at library)**

Emerson, L. (Ed.) (2005). *Writing guidelines for business students.* (3rd ed.) Southbank, VC: Thomson Dunmore Press. **(808 0663 Wri)**

Emerson, L. (Ed.). (2007). *Writing guidelines for education students* (2nd ed.). Auckland, New Zealand: Thomson Learning. **(371.30281 Wri)**

Emerson, L. (Ed.). (2005) *Writing guidelines for social science students* (3rd ed.). Southbank, Australia: Thompson Dunmore Press. **(808.06665 Wri)**

Hampton, J., Emerson, L., & Mackay, B. (Eds.). (1999). *Writing guidelines for postgraduate science students.* Palmerston North, New Zealand: Dunmore Press. **(808.0666 Ham)**

Other useful links on Massey's OWLL site

Academic writing: http://owll.massey.ac.nz/academic-writing.php

Academic writing e-book: http://owll.massey.ac.nz/academic-writing/academic-writing-e-book.php

Assignment planning calculator: http://owll.massey.ac.nz/academic-writing/assignment-planning-calculator.php

Computer skills: http://owll.massey.ac.nz/computer-skills.php

Postgraduate assignment types: http://owll.massey.ac.nz/postgraduate-study/postgraduate-assignment-types.php

Sample assignments: http://owll.massey.ac.nz/sample-assignments.php

Stream and WebCT: http://owll.massey.ac.nz/stream.php

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Manchester University. (2006). *Academic phrasebank*. Retrieved from http://www.phrasebank.manchester.ac.uk/index.htm

Pakenham, K.J. (2001). *Making connections: Academic reading techniques*. Cambridge, MA: Cambridge University Press.

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