
"I have made this [letter] longer because I have not had time to make it shorter."

(attributed to) Blaise Pascal (1623-1662)

"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. "

From : William Strunk 's (1918) *The Elements of Style*.

The Dalhousie Writing Centre

<http://writingcentre.dal.ca/>

*Visit us online,
or in person:*

Room G40C Killam
Library Learning
Commons

6225 University
Avenue

Or come to the new Learning
Commons!

My contact information:

Janice.Eddington@dal.ca

Other recommended resources:

Library

- Subject librarian Michelle Paon
- Ref works
- Online Writing Style guides
- Online assignment calculator

www.library.dal.ca/assignment/calculator

Academic Integrity at Dalhousie
<http://academicintegrity.dal.ca/>

Online Writing Lab (OWL at Purdue)

- A great online resource (grammar, structure, etc.):

<http://owl.english.purdue.edu/>

Studying for success

sfs@dal.ca

Please also see

- the Writing Centre Resource Guide

<http://dal.ca.libguides.com/content.php?pid=174958&hs=a>

- Australia's *University of Adelaide Writing Centre* for a webinar on intellectual property (and other materials)

<http://www.adelaide.edu.au/clpd/online/learningmodules/avoidingPlagiarism/player.html>

Outline for today

- Dalhousie help and resources you can use.
- Some ideas from you – what can I cover to help you?
- Reviewing the literature/critical reading
- Good writing practices/practical strategies
- Revision and **reverse outlines**

Developing good organizational and writing skills

- Know the guidelines (read, re-read, ask).
- Take a look at the rubric if provided.
- Research/incorporate responsibly: Remember what's yours (and make sure you let your reader know what is/is not yours).

ESSAY GUIDELINES

The rubric we'll use to grade the essays is [here](#).

The essay should be **about 8 to 10 double-spaced pages (excluding references)** in length. The exact length may depend on the topic you choose. You may choose any of the subjects listed below, or another topic, but if you choose another topic you must check it with Andy first. **You should approach the topic from a functional perspective**, that is, in terms of the ecology and/or evolution of the behaviour, not in terms of cognition, physiology, motivation etc. **The paper should be a review of recent theories, results, and disputes in the subject area, and should close with your brief (1-2 page) evaluation of what needs to be done next in the area** (e.g., you might identify a weakness in methods or gap in understanding, and briefly sketch a study that might fix the situation).

The essay must **cite a minimum of five papers published in 2010 or more recently**, not including the references given below (although of course they and other older papers can be cited, too). Highest marks will be given for essays that are well written and organized and **that take a critical approach to the review (i.e. you question aspects of the studies you review)**. You may also wish to introduce a novel hypothesis of your own.

Note that the **essay must not** contain copied or lightly paraphrased passages from any published papers or assignments written by someone else or by you for other courses – any such passages will be treated as plagiarism, following a strict and largely unforgiving policy laid down by the university and, thus, out of our hands (see [below](#)).

·you are paraphrasing information, cite the author's name and the year of the publication (e.g. Horn 2008; Horn and Leonard 2008- if two authors; Horn et al. 2008- more than two authors). If you are repeating information verbatim, put quotations around the section and cite the name of the author and the year the material was published. Be extremely careful about referencing your material (see below).¶

Tips for Essay Writing¶

·Have a clear statement of purpose at the beginning of the essay. Try using headings before each main section to keep ideas focused. Use introductory (i.e. topic) sentences at the beginning of paragraphs that describe the theme of that paragraph. Place a summary sentence at the end of a paragraph or section to pull the ideas together before moving to the next section. Try to find a link between the different paragraphs. This will help with the flow of the essay. Don't start writing until you have a reasonable idea of what you want to say. Writing ideas for a paragraph/section in point form first will help keep ideas organized and focused. Use simple, concise language. Ask someone else to read the essay and identify sections that are not clear. [Follow this link for a few more writing tips.](#)¶

Exceptional	Good	Below expectations	Not acceptable	Criteria	Reviewer's Comments
RATIONAL & THESIS					
				Provides relevant background	
				States significance of topic	
				Clear statement of topic	
				Defines scope of essay	
				Topic addresses assignment	
				Overview of approach	
EVIDENCE					
				Relevance	
				Strength and balance	
				Credibility	
				Critical assessment	
ORGANIZATION					
				Arrangement of ideas	
				Coherence	
EVALUATION OF TOPIC					
				Logical	
				Feasible/Realistic	
CONCLUSION					
				Summary of ideas	
				Final conclusion	
MECHANICS					
				Spelling	
				Grammar	
				Punctuation	
				Structure	
CITATION FORMAT					
				In-text	
				Bibliography	
OVERALL					
				Overall impression	

Adapted from University of Washington Political Science/ISIS/LSJ Writing Center

(<http://depts.washington.edu/pswrite/peerrev.html>) by K Patriquin, Dalhousie Writing Centre.

- *Keep the **reader** in mind – tell them what you are doing
– **share your logic.***

A note on incorporating source material:

Ask yourself whether it is clear to your reader where the *thought* came from.

Quick tip on being concise (more later)

If you can say the same thing in fewer words *and* have it mean the same thing, you probably should.

e.g.,

There are many people who find writing difficult.

~~There are many people who~~ find writing difficult.

Many people find writing difficult.

(even better, replace « people »)

From the editors of *Nature Structural and Molecular Biology*

“Making your story clear is not the same thing as dumbing it down. No reviewer has ever said that a paper was too easy to read ...

...We do, however, get complaints from reviewers about how complicated, convoluted or downright confusing a paper is.

*...Clear, simple language allows the data and their interpretation to come through. Remember that clarity is especially important **when you are trying to get complicated ideas across.**”* pg 139

Scientific Writing 101, *Nature Structural and Molecular Biology* 17 (2010) doi:10.1038/nsmb0210-139

Writing as a process...

a recursive process

- ❑ Planning, thinking, researching (reading, note taking)
- ❑ Outlining (going back)
- ❑ Writing in stages (especially for longer papers)
- ❑ Getting feedback
- ❑ Rewriting/revision
- ❑ Researching, rewriting
- ❑ Rewriting
- ❑ Finishing – final check & submitting

The following five slides are from the in-class exercise we completed on structural plagiarism:

Academic Integrity Exercise: Adapted from Dr. Gary Kynoch's example for the Writing Centre's Academic Integrity Module

Original passage: Taken directly from Mark Shaw's *Crime and Policing in Post-Apartheid South Africa*, 2002, p. 1.

"South Africa's crime problem is not a recent phenomenon. Levels of crime under apartheid were high, although they often remained unseen and unrecorded given their concentration among poor and black communities. In fact, the apartheid order generated crime rather than controlling it. Social dislocation as a result of apartheid policies gave rise to conditions conducive to criminality. Moreover, the police were agents of a state which created crimes in its concern to erect moral, economic and political boundaries between the statutory defined races. The privileged white minority was protected from the impact of crime by a system of policing which aimed to isolate violence in black areas and prevent its spread to wealthy and white localities." (Shaw, 2002, p. 1)

Reference: Shaw, M. (2002). *Crime and policing in post-apartheid South Africa: Transforming under fire*. Bloomington, IN: Indiana University Press.

Student 1 wrote the following paraphrase in an assignment:

South Africa's crime problem is not a recent development. Apartheid crime levels were high, but were often ignored given their concentration among poor and black communities. In fact, the apartheid order generated crime rather than controlling it as apartheid policies gave rise to conditions conducive to criminality. Moreover, the police were agents of a state which created crimes to erect moral, economic and political boundaries between the races. The privileged white minority was protected from crime by a system of policing which isolated violence in black areas and prevented it from spreading to white areas (Shaw, 2002).

Reference: Shaw, M. (2002). *Crime and policing in post-apartheid South Africa: Transforming under fire*. Bloomington, IN: Indiana University Press.

Is Student 1's version plagiarized?

Yes

No

Student 2 wrote the following paraphrase in an assignment:

According to Shaw (2002), South Africa has had crime for a long time. Under apartheid, crime rate was elevated but often went unnoticed and unrecorded because it was concentrated in impoverished and black localities. Apartheid order actually generated more crime, and social dislocation resulting from apartheid policies created conditions that favoured criminality (Shaw, 2002). Furthermore, Shaw argues, police worked for a state that generated crimes through efforts to build moral, financial, and political barriers between races that were defined by statute. A policing system that tried to isolate violence to black areas and away from rich and white communities allowed the privileged white minority to be protected from the effects of crime (Shaw, 2002).

Reference: Shaw, M. (2002). *Crime and policing in post-apartheid South Africa: Transforming under fire*. Bloomington, IN: Indiana University Press.

Is Student 2's version plagiarized?

Yes

No

Student 3 wrote the following paraphrase in an assignment:

Shaw (2002) argues that high rates of crime in South Africa have a long history but have not received much attention because crime was largely contained in poor, black areas. The apartheid government and its police force contributed to the crime problem through policies that encouraged criminality, but ensured that whites were protected from the violent crime that afflicted many black areas (Shaw, 2002).

Reference: Shaw, M. (2002). *Crime and policing in post-apartheid South Africa: Transforming under fire*. Bloomington, IN: Indiana University Press.

Is Student 3's version plagiarized?

Yes

No

Answers:

Both Student 1's and Student 2's versions are plagiarized.

Student 3's version is not plagiarized.

When you begin the process

Know your audience,

purpose,

content,

context

(who, why, what, how/when)

Structure

- An early and clear statement of the research question/thesis/hypothesis is key,

but may be a working thesis at this stage...

- Reading/lit. review will help you narrow the scope (or define your question more clearly).

In the literature, look for gaps [sometimes difficult to notice in a shorter project, but take a look at discussions (future directions etc.)]

Critical review?

- Critical does not necessarily mean negative, but does mean questioning (e.g., is the finding relevant given the context?)
- Use evidence to support criticism. (Comparisons often helpful.)
- Consider alternative or contrary hypotheses to examine your own.

Note: avoiding a one-paper-per-paragraph scenario will help you to analyze/look for connections

More on the literature review

- Lit. review generally organized around ideas or groups of ideas (themes/connections/relationships) rather than by author, publication etc.
- Not just a presentation of what is out there, but a critical analysis and synthesis of the existing literature in the field.
- Keep it focused: it will help you sort what's relevant

- Critically examine each piece of information you want to include: ask **why** you need it and **how** it relates to **your** research question—then make sure you *show* your reader (will they know from your writing why it relates?)

**Recall that reading is part of
the ongoing process...**

As you read, read actively...

Annotate the text with thoughts, questions, ideas...

Ask yourself:

- What is the author's thesis?
- Have the authors supported their arguments? If so, how did they do so?
- What have they left out?
- Have they thought of...?

While you're reading...

Notice good writing for content *and* for style

- Clarity: how did they get it? (e.g., defined key terms?)
- Organization/structure/flow (e.g., used topic sentences?)
- Tone (discipline-specific 'rules') (e.g., 1st person okay? active vs. passive verb voice?)

Pay attention to context AND conventions in your discipline/field.

Animal personality due to social niche specialisation

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The existence of 'animal personality', i.e. consistent individual differences in behaviour across time and contexts, is an evolutionary puzzle that has recently generated considerable research interest. Although social factors are generally considered to be important, it is as yet unclear how they might select for personality. Drawing from ecological niche theory, we explore how social conflict and alternative social options can be key factors in the evolution and development of consistent individual differences in behaviour. We discuss how animal personality research might benefit from insights into the study of alternative tactics and illustrate how selection can favour behavioural diversification and con-

reduction in conflict costs while saving the costs of switching between social niches. Fourth, we outline how specialisation by choosing a certain niche can affect the expression of behaviours in other contexts, thereby potentially generating behavioural syndromes. Fifth, we discuss the significance of developmental plasticity for the generation of adaptive personality differences. Sixth, we briefly review the evidence for the influence of social experience on variation in personality among members of a population before we finally argue that similar mechanisms might be involved in producing trait variation in animal personality and alternative behavioural tactics.

Article outline¶

☐ Show full outline¶

- → [The evolution of animal personality](#)↵
¶
- → [The intra-specific ecological niche](#)↵
¶
- → [The social environment: a key factor for personality evolution](#)↵
¶
- → [Social conflict generating consistent individual differences](#)↵
¶
- → [Social conflict generating behavioural correlations](#)↵
¶
- → [Adaptive individual differences caused by developmental plasticity](#)↵
¶
- → [Social experience affecting the development of personality](#)↵
¶
- → [Alternative social options: animal personality and alternative tactics](#)↵
¶
- → [Conclusions](#)↵
¶
- → [Acknowledgements](#)↵
¶
- → [References](#)↵
¶

The evolution of animal personality

Within species or populations, individuals often vary consistently in their responses to environmental and social challenges, such as how to find food, deal with predators, or compete with conspecifics. Moreover, consistent individual differences in behaviour are often correlated across functional contexts. Such 'personalities', 'behavioural syndromes' or 'coping styles' are apparently ubiquitous in animals, including humans [1](#), [2](#), [3](#), [4](#), [5](#), [6](#) and [7](#), but their ultimate causes are still an evolutionary puzzle ([Box 1](#)).

A number of hypotheses have been proposed to explain animal personality, either focusing on potential constraints or on adaptive causes [2](#), [5](#), [8](#) and [9](#). While ecological factors, such as the influence of predation, have been proposed as important causes of personality variation within populations [10](#), the potential significance of social factors has received less attention (but see [11](#), [12](#), [13](#) and [14](#)). Here we propose that social conflict and alternative social options are of key importance for the development and evolution of animal personality. Drawing from an analogy to the ecological niche, we outline how within-species competition for particular social niches can select for consistent individual differences among conspecifics. First, we illustrate how the concept of the ecological niche can help in understanding consistent behavioural variation among members of a population. Second, we explain why social conflict and the existence of alternative social niche options can be key factors involved in the generation of animal personality. Third, we highlight how consistent individual differences in behaviour can be adaptive due to the reduction in conflict costs while saving the costs of switching between social niches. Fourth, we outline how specialisation by choosing a certain niche can affect the expression of behaviours in other contexts, thereby potentially generating behavioural syndromes. Fifth, we discuss the significance of developmental plasticity for the generation of adaptive personality differences. Sixth, we briefly review the evidence for the influence of social experience on variation in personality among members of a population, before we finally argue that similar mechanisms might be involved in producing trait variation in animal personality and alternative behavioural tactics.

The intra-specific ecological niche

s of animal personality and alternative tactics would both benefit from a understanding of potential threshold mechanisms and developmental switches the generation of diverging behavioural profiles.

ons

rk of social niche specialisation provides an adaptive explanation for the personality differences among individuals in a social context based on the interactions between individuals throughout life. It rests on the assumption increase their fitness by choosing behavioural strategies that reduce conflicts of the same population. Selection should favour traits providing effective social conflict. Behavioural consistency might serve to diminish conflict because it reduces niche overlap between individuals using the same resource, probably the most important source of social conflict.

No matter the field:

- Check and use correct terminology: Value each word and know the meaning and context. Make every word count.
- “Extra” words and phrases divert attention.
- Define and stipulate as needed.

Example of clarifying terms:

- We define _____ as ...
- Anders and Li (2001) defined _____ as...
- For this study, we use ...

Other writing tips

Don't make the reader work, go back, search.

If sentences/paragraphs seem convoluted, check:

- One idea per sentence (generally)
- Is each paragraph centered around a main point or main idea? Have you used topic sentences and concluding sentences?
- Have you used transition, and (in some cases) headings, to guide reader through material?

The following example is from

Leonard, M., and Horn, A. (2005). Ambient noise and the design of begging signals *Proceedings of the Royal Society B*, 272 (1563) 651–656.

This annotated form is available on our Writing Centre
Resource Guide:

<http://dal.ca.libguides.com/content.php?pid=174958&sid=1493236>

les to transmission and reception of these signals may have been

ated, however. For example, low light levels may obscure visual signals ([Heeb et al.](#)); walls may attenuate or distort calls and competing signals may mask individual calls ([Leonard 2002](#)); all may hinder reception by parents. The potential for errors by parents; these signals could select for more intense begging displays than predicted on one. If so, then selection for effective signal transmission and reception may explain the intensity and complexity of begging signals.

most conspicuous elements of the begging display is the loud calling that es gaping and posturing. Calls are typically given at high rates and at sound that can reach 70–80 dB ([Dearborn 1999](#); [Leonard & Horn 2001a](#)), an intensity to that of chorusing frogs ([Wollerman 1999](#)). The calls encode information on need ([Horn & Leonard 2002](#)) and may account for a potential cost of the display, predators to the nest ([Haskell 2002](#)). Despite the assumption that begging is more a necessary for transmitting information the short distance between parents and transmission and reception of this conspicuous aspect of the display has not been

pediment to the reception of vocal signals in general is interference from noise. Such background noise comes from biotic sources, such as conspecifics, and ces, such as wind and rain ([Klump 1996](#); [Lengagne et al. 1999](#); [Wollerman 1999](#)). es that signal over long distances overcome this interference by increasing the output s, through increases in amplitude, duration or rate ([Lengagne et al. 1999](#); [Brumm & Pytte et al. 2003](#); [Brumm 2004](#)). If nestling birds showed similar responses to ise, then some of the observed intensity of the begging calls might be explained by

jfmacdon 11-6-15 6:41 PM

Comment [11]: KP: Notice that the topic sentence not only introduces the content of this paragraph, but it also connects the ideas to the previous paragraph.

jfmacdon 11-6-15 6:36 PM

Comment [12]: KP: When you present information from other sources, there is no need to make statements like "Horn and Leonard conducted a study in 2002 where they measured call variables of begging tree swallows and they found that calls encode information on offspring need". Instead, just state the main finding that relates to your argument and cite the source in parentheses.

jfmacdon 11-6-15 6:42 PM

Comment [13]: KP: Here is an excellent example of a concise but informative sentence. All of these studies dealt with a slightly different angle, but they noise that may

The revision process



- ***Read aloud***, revise, revise.
- Don't expect reader to read your mind, look for gaps in thought process. (Try a **reverse outline**.)
- Find a reader. Ask for *constructive* feedback.
- Question yourself critically –would it make sense if you hadn't written it?

Some final style suggestions

- Clarity trumps repetition.
- Pay attention to tense.
- Avoid contractions and vague pronouns.
- Resist using vague qualifiers such as “quite”, “very” (be specific).

Exercise: Reverse outlining

Recall: *Each paragraph should be centered around a main point or idea –use topic and (sometimes) concluding sentences, and pay attention to transition.*

So, in **a sample of your own writing**, or **a text you are reading**, try to deconstruct each paragraph.

Here's one way: Ask yourself the key meaning (in a few words) of each paragraph and jot them down in the margin. This process will result in a “skeleton” or a reverse outline you can use to analyze your structure/organization.

Common writing errors

Convolutd sentence?

Fix:

Identify your subject, and let it lead (sometimes).

SVO

Subject Verb Object = a strong and concise construction

Vague pronouns and pronoun confusion

This is the problem we should be addressing.

Ocean acidification is the problem we should be addressing.

Pronoun confusion example:

“Comma splices annoy professors; **they** should be avoided.”

The professors or the comma splices? (Make sure there is a clear antecedent.)

From Bhang *et al.* (2013) *Environmental Research* 126, 9-16

- Manganese (Mn) is neurotoxic at high concentrations. However, Mn is an essential element that can protect against oxidative damage; thus, extremely low levels of Mn might be harmful.

What do you think of this passage?

Note –grammatically it is correct, but is there a way to improve the clarity? Did it make sense at first read?

• .

From the introduction:

Manganese (Mn), an essential mineral, is neurotoxic at high concentrations ([Aschner et al., 2007](#)). Excessive exposure to Mn has been shown to be neurotoxic. However, Mn is also a cofactor for enzymes that protect against oxidative stress ([Aschner and Aschner, 1991](#)) and is an essential element that can protect against oxidative damage ([Hussain and Ali, 1999](#)); thus, extremely lower levels of Mn might be harmful ([Claus Henn et al., 2010](#)).

Bhang et al. (2013) *Environmental Research* 126, 9-16

Comma splices and fused sentences

Comma splice:

Two independent clauses (two complete sentences) joined only by a comma.

Fused sentence:

Two independent clauses (two complete sentences) without punctuation between the clauses.

Check:

Does the sentence have two or more independent clauses?

How are the clauses joined?

The new student experienced a transition period, he adapted well to the engineering department. X

The new student experienced a transition period he adapted well to the engineering department. X

The new student experienced a transition period, but he adapted well to the engineering department.

(Instant Access, 2007)

Comma splices

Comma splices

Proximate fix:

period, semicolon, or comma + FANBOYS,
others

Ultimate fix:

identify and be aware of your independent
clauses (complete thoughts)

Example + one fix

“Comma splices annoy professors, such errors should be avoided.”

Error:

“Comma splices annoy professors, such errors should be avoided.” (incorrect)

One fix:

“Comma splices annoy professors; such errors should be avoided.” correct

What about just removing the comma?

Comma splices annoy professors such errors should be avoided. (incorrect)

Error:

= fused sentence (punctuation between two independent clauses is missing)

One fix:

Comma splices annoy professors , so such errors should be avoided.

Repairing a comma splice

- Use a period to create two sentences.
- Use a comma plus a coordinating conjunction (and, but, or, nor, for, so, yet) to make a compound sentence.
- Use a ; or a ; and a conjunctive adverb (consequently, incidentally, moreover...) followed by a , to create a compound sentence. Sometimes a : can be used.
- Use a subordinating conjunction (unless, when, although...) or a relative pronoun (that, what, who...) to make one of the clauses dependent and so create a complex sentence.

Active/Passive Voice

- Active voice:

The subject is the 'doer' of the action:

The students wrote the papers.

- *Passive voice.* The subject is the receiver of the action:

The papers were written by the students.

Active and Passive voice

In revision: try to spot passive constructions

--- and try to eliminate them *when it is appropriate.*

- Active voice: shorter, more dynamic. 'Actor,' or who does the action, is clear.
- Passive voice: wordy, 'weaker', hides actor.

(The budget was underestimated).

However, if you want to emphasize *what* is being done rather than *who* is doing it, consider the passive.

The eggs were infected by the fungus.

Some tips for spotting passive constructions

Usually in the form of *to be + past participle

*The book **was lost**. (By whom?)*

The student lost the book.

➤ can be in a variety of tenses

The papers **were written** by the students.

The papers **were being written** by the students.

*Sometimes “to be” is understood.

Students **chosen** for the job.

Some other mechanical difficulties to consider

- Tense agreement
- Dangling modifiers (reader doesn't know what's being modified)
- Other comma rules and other punctuation

Look for help when (or before!) it's needed...

- Approach your professor, TA, advisor, or subject librarian.
- Come in to see us for an appointment

Resources/References

- Canadian Press. 2008. The Canadian Style Guide
- Chinneck, John, W. Department of Systems and Computer Engineering, Carleton University
- Dalhousie University Writing Centre-resources and direct communication, consultation, and slide preparation with Margie Clow-Bohan, Paul Hardman, Krista Patriquin
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For further details or questions on references please contact Janice.Eddington@dal.ca, Dalhousie Writing Centre

Academic Integrity

Recall that other scholars' ideas should
provide *support, evidence, context* for
your argument...

...they should not be the backbone of your writing—

You are becoming a part of the 'culture of enquiry' in which your ideas are

"informed by but separate from those of [your] sources"
(Gallant, 2011)

*Especially avoid "the world according to ____" and excessive quotation...)

As you research

- Use acceptable evidence. Research/incorporate responsibly (remember what's yours).
- Share your thoughts with the reader.
- Integrate source material into your work with **clear citations** using a standard documentation guide (e.g. APA, CSE) ...

Some techniques that have worked for others

Find a way to keep track of your references without losing the flow of your writing.

(But start the literature cited page immediately, and add to it as you go.)

Student tips:

- Cue cards— can be shuffled
- Insert/comment feature
- Organize topics— numbering?
- Create clear file names

Incorporating source material

- Know the rules on using intellectual property.
- Indicate the work of others in your notes.
- Integrate source material into your work.
- Use a standard documentation/source guide (e.g. APA).
- Check/recheck everything before submission.

What exactly do we have to cite?

- The quick answer is:

Everything!

Well, okay. There are two big exceptions:

- **Your own thoughts and ideas***
- **General knowledge (but be careful about what is general knowledge).**

Back to the how.

Generally speaking, there are three main techniques or methods of incorporation.

Although much depends on the nature of the material and your purpose, you'll see and use the incorporation of

Quotations

Paraphrases

Summaries

Quotations

- Must be identical to the original – word for word.
- Must be indicated as a quotation in the text (with quotation marks or blocking)
- Should have a 'lead-in'
- *Must be attributed*

Should be used sparingly, if at all, in academic (especially in scientific) writing.

When do we use direct quotations?

- When we need a sample of a writing style or dialect.
- When the **way** the speaker/author has said something is as important as **what** they have said.
- To state the exact phrasing of a policy or law.
- For specific words or phrases pulled from the text.
- There are special considerations when using a chart, graph, etc. from another source. *Follow your citation style guidelines.*

As always, remember to include proper citations in each of the above cases.

Paraphrasing

- Interpreting or restating source material in your own words.
- Please note: It is **not** just a rewording or rearrangement of words, and it is **not** just replacing words with synonyms (Beware of reaching for your thesaurus here!)
- Remember, even though you have used your own **words**, the **thought** still belongs to another scholar.
- ***Paraphrases must be attributed***

Summarizing

- Synthesizing and extracting the main idea(s) and expressing it in your own words.
- Significantly shorter than original and takes a broader overview of material than paraphrases or quotations.
- *Must be attributed*