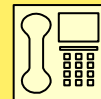


# Writing at University

Julianne East

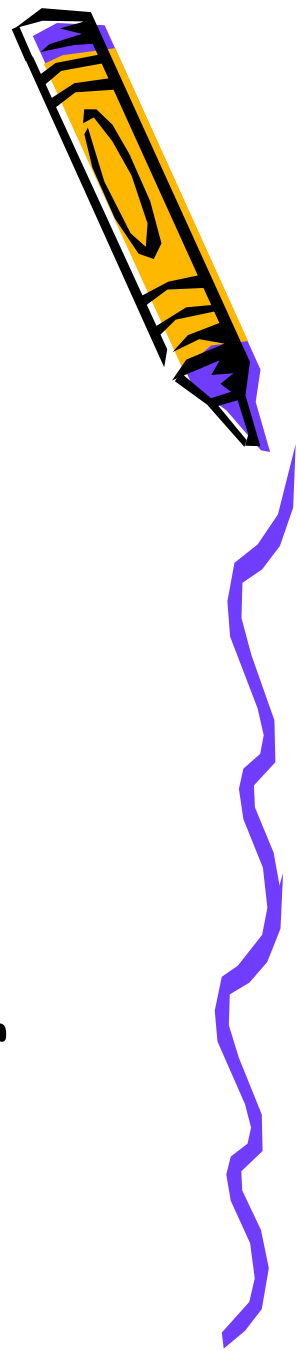
LAS(ESL) Adviser



9479 2788



# Writing at University



## Aims

- an awareness of what academic writing is
- strategies for getting started
- strategies for organising writing
- an awareness of how to check your work



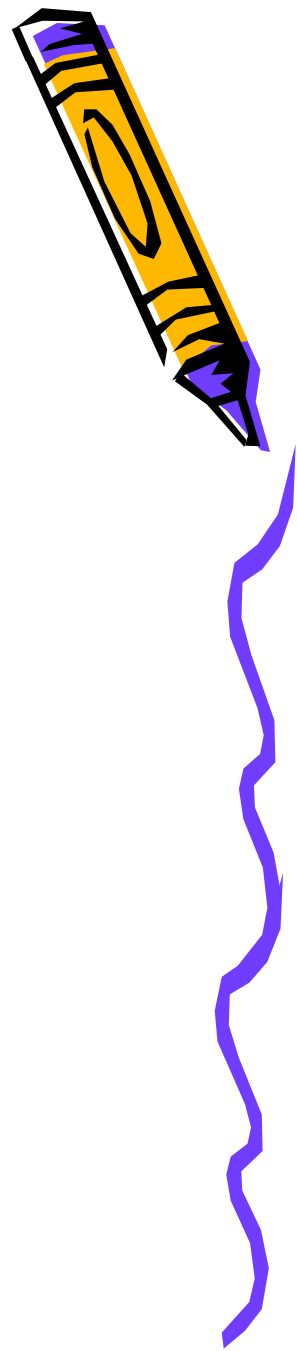
# Resources for writing

- Student Learning site

[www.latrobe.edu.au/learning](http://www.latrobe.edu.au/learning)

- Developing Academic English

[www.latrobe.edu.au/lasesl/dae](http://www.latrobe.edu.au/lasesl/dae)

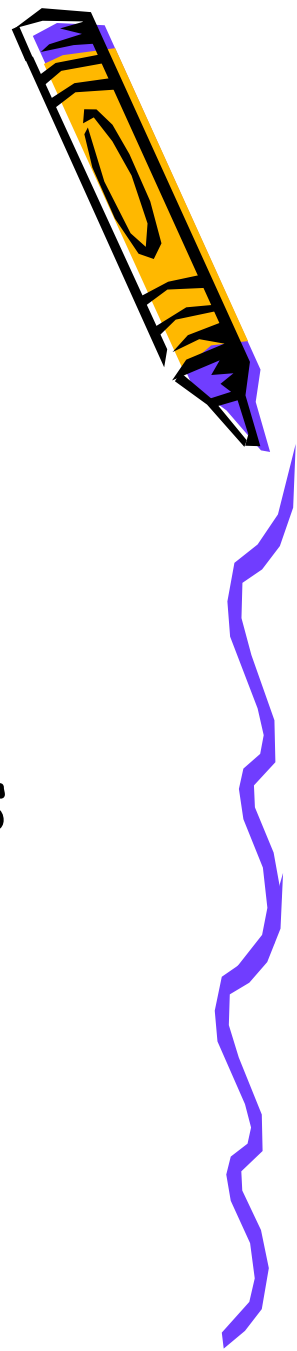


# Help with writing

Language and academic skills advice

[www.latrobe.edu.au/learning](http://www.latrobe.edu.au/learning)

LAS advisers give 1 - 1 appointments  
and workshops





## 1. Introduction

In the 21<sup>st</sup> century economy, competition in the world's industries is increasing rapidly. The globalisation <sup>of</sup> determines that goods, innovations, knowledge and people move across geographic borders in order to gain a competitive advantage. To manage these challenges, organisations need to be able to manage a sustainable process of organisational change. During this process it is of crucial importance to keep the quality of a product on a high level and to find new ways of producing innovative goods on lower investments. The Total Quality Management (TQM) approach of managing organisational change represents a holistic perspective on processes in an organisation, with a special focus on the quality of products (Hanson et al. 2005: 12).

The following report is set to describe the management philosophy "Continuous Improvement Process" (CIP) as one pillar of TQM. This approach offers the opportunity to develop employees of organisations in order to increase the quality of products. Of special interest is how people <sup>will</sup> apply with change management issues to point out those elements that determine organisational change in a negative way.

The department "CIP" (Continuous Improvement Process) at Robert Bosch GmbH represents an example of a division that supports change processes in a company by practising the CIP philosophy. This <sup>report?</sup> essay shows that employees can be involved in change management projects by implementing a continuous improvement process. Problems, emerging during the use of the theory in practice, are pointed out to finally discuss possible resolving strategies.

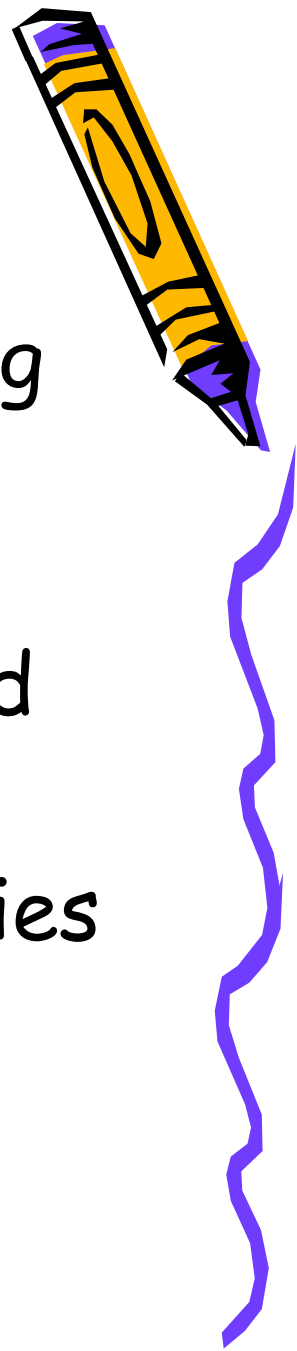
*also discussed/analysed*

- Clear organisation ✓ and message. ✓
- Look at the start of each paragraph & check that the sentence is a topic sentence. Typically an argument/claim (of your making) can start a paragraph, and the rest of the paragraph verifies & explains this.
- See Referencing Phrases H.O.!

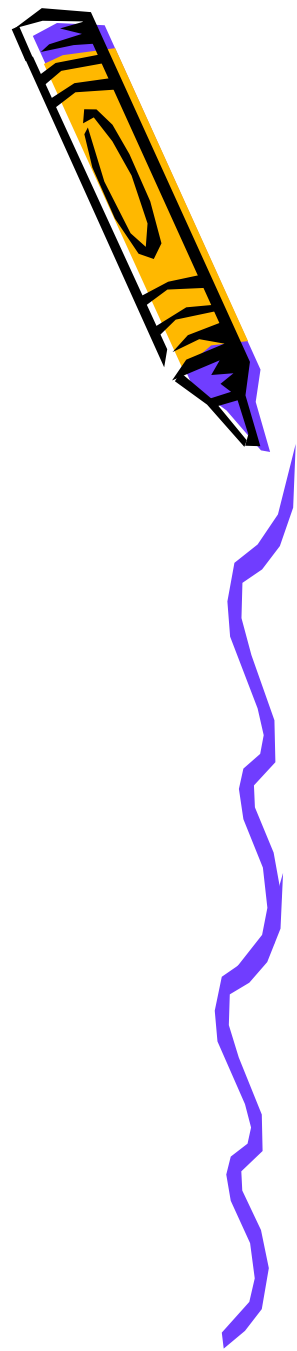


# Misguided beliefs

- Good writers start at the beginning and type until they reach the conclusion.
- An essay should be the correct and final answer on an issue.
- An essay is a collection of summaries - this shows you have done the reading.



# Unhelpful Advice

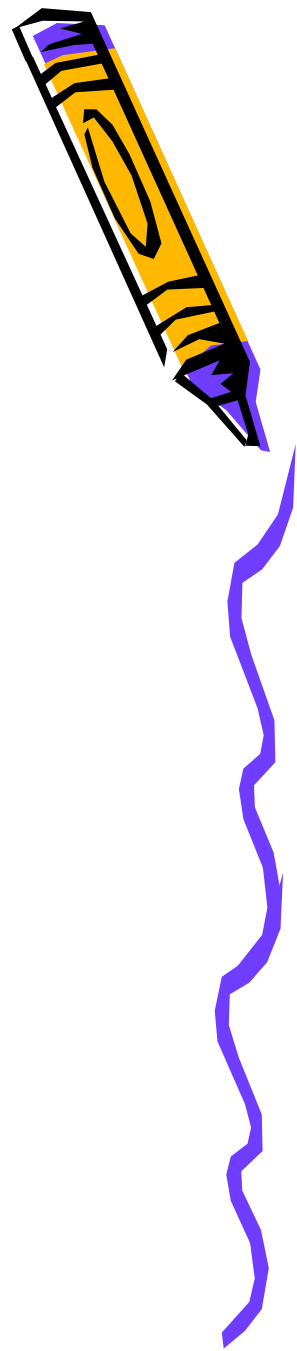


- *I want to hear what you think.*
- *I don't want your opinion.*
- *Develop your own clear argument*
- *Keep it logical.*
- *Don't copy!! Use an academic style.*
- *Just answer the question.*



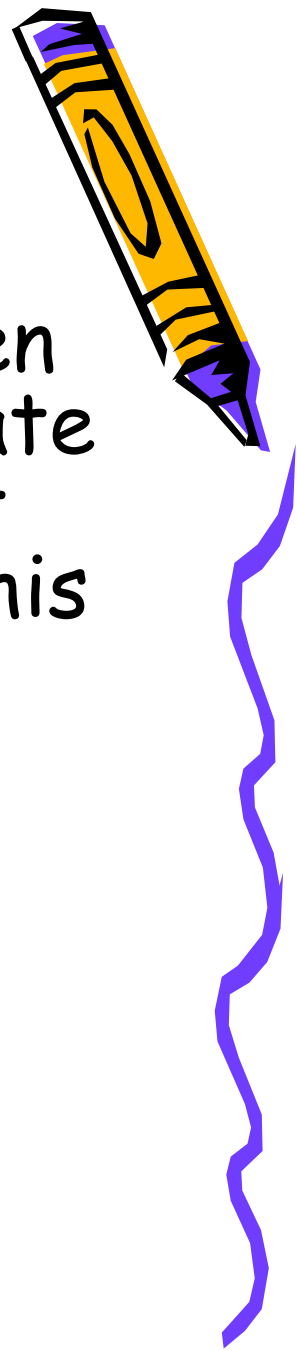
# Advice from a student

[www.latrobe.edu.au/uniprep](http://www.latrobe.edu.au/uniprep)

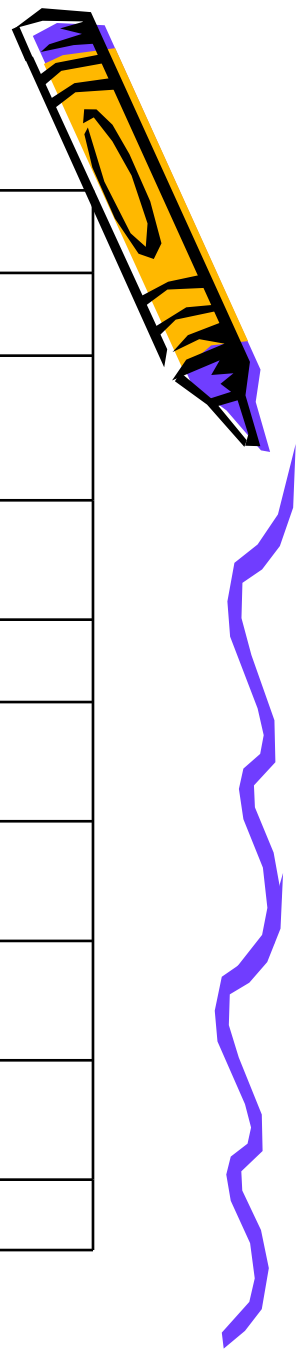


# Getting started

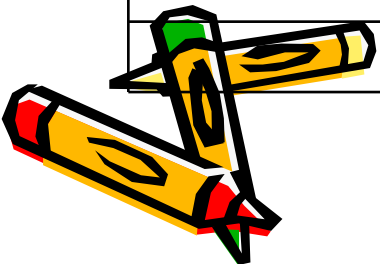
- Ask yourself, why have I been given this question now. How does it relate to the work I've been doing? What concepts or ideas are related to this question?
- Discuss your ideas with others.
- Make a plan with arguments and evidence.



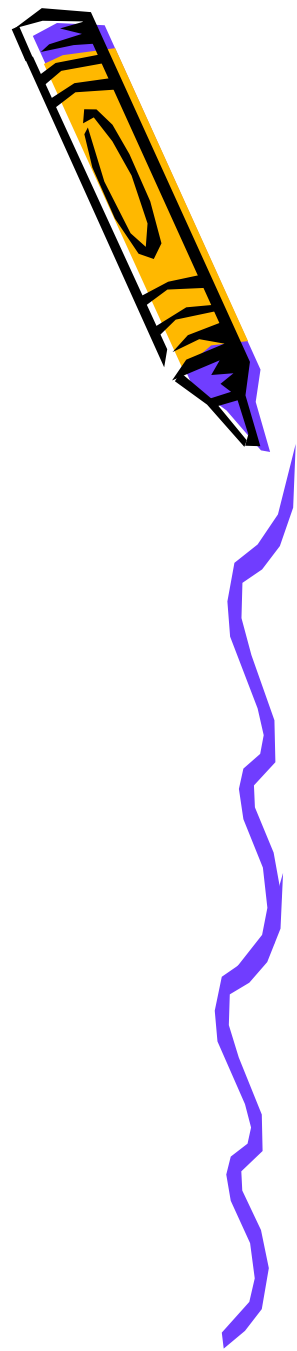
# ESSAY PLAN



<b>Essay question</b>		
<b>Thesis statement</b>		
<b>Terms / concepts to be defined (if necessary)</b>	<b>Definition</b>	<b>Resources</b>
<b>Arguments</b>	<b>Evidence</b>	<b>Resources</b>
<b>Conclusion</b>		



# Reading to write



- Think of ideas and questions, use these to direct your reading.
- Read to find evidence for your arguments.
- Keep referring back to the topic.



# Sample essay question

*Key words? Instruction words?*

Discuss the role that international students play in Australian education.

You will need to consider issues related to the economy and internationalisation of education.



# Sample essay question

*Key words? Instruction words?*

**Discuss** the role that international students play in Australian education.

You will need to **consider** issues related to the economy and internationalisation of education



# Sample essay question

*Key words? Instruction words?*

Recently, there has been publicity about plagiarism in Australian universities. Discuss the problem of plagiarism and suggest what universities could do about it.



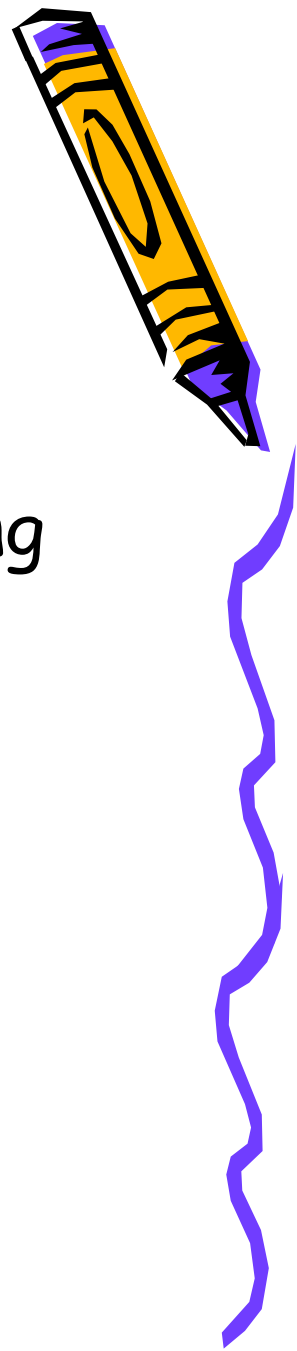
# Plagiarism: a definition

Copying another's statement/idea/code/work and pretending it's your own for personal gain.

'Whose work is this?'

[www.latrobe.edu.au](http://www.latrobe.edu.au)

plagiarism





# Look at the following introduction

Can you find the context?

The main position/thesis?

The organization outline?

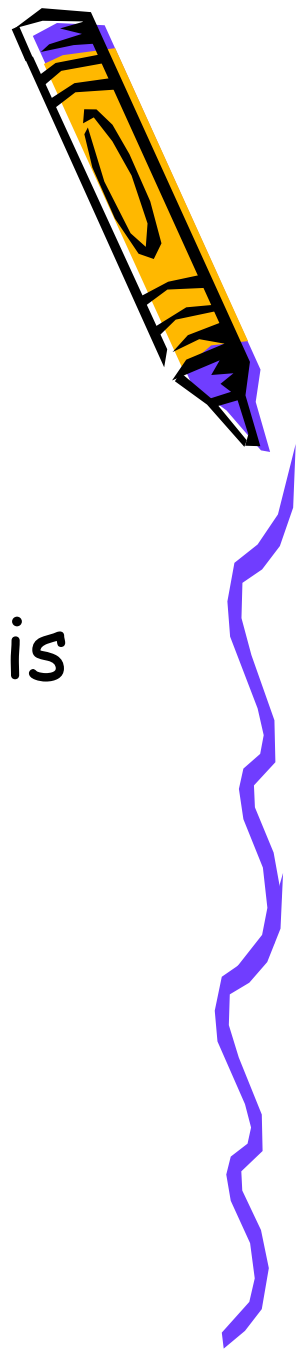


Plagiarism is increasing (Marsden & Hicks, 2003), and universities are considering how to best deal with this problem. Students are also aware that plagiarism is a very serious issue, but they can be confused about the rules for referencing, citing and avoiding plagiarism. It is argued here that universities should teach students how to avoid plagiarism and how to reference evidence properly, because this will reduce student confusion about citing conventions. In order to support this position, I will define plagiarism, explain the circumstances in which plagiarism occurs and finally give strategies for teaching students how to avoid plagiarism and use references and evidence.



# Context

Plagiarism is increasing (Marsden & Hicks, 2003), and universities are considering how to best deal with this problem...



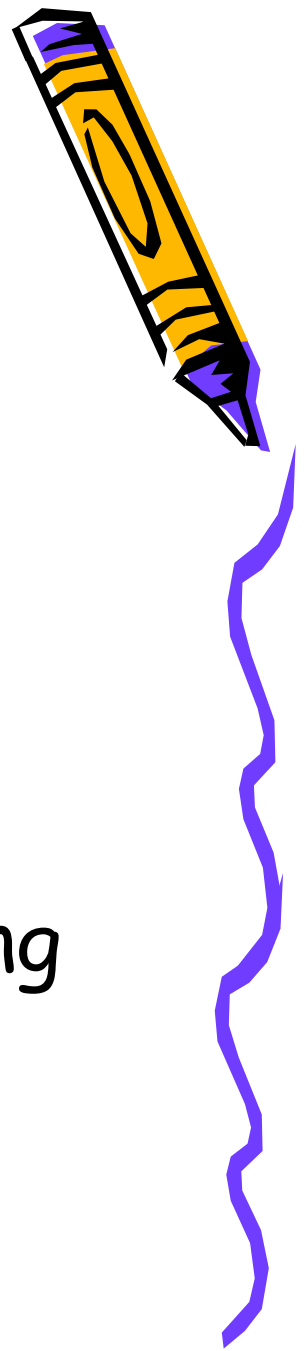
# Narrowing the context and the issue



...Students are also aware that plagiarism is a very serious issue, but they can be confused about the rules for referencing, citing and avoiding plagiarism...



# The main position/thesis statement



...It is argued here that universities should teach students how to avoid plagiarism and how to reference evidence properly, because this will reduce student confusion about citing conventions...



# The organisation outline




...In order to support this position, I will define plagiarism, explain the circumstances in which plagiarism occurs and finally give strategies for teaching students how to avoid plagiarism and use references and evidence.






**Universities should teach  
how to avoid plagiarism  
and use references**

**Students can plagiarise  
unintentionally.  
•Evidence?**



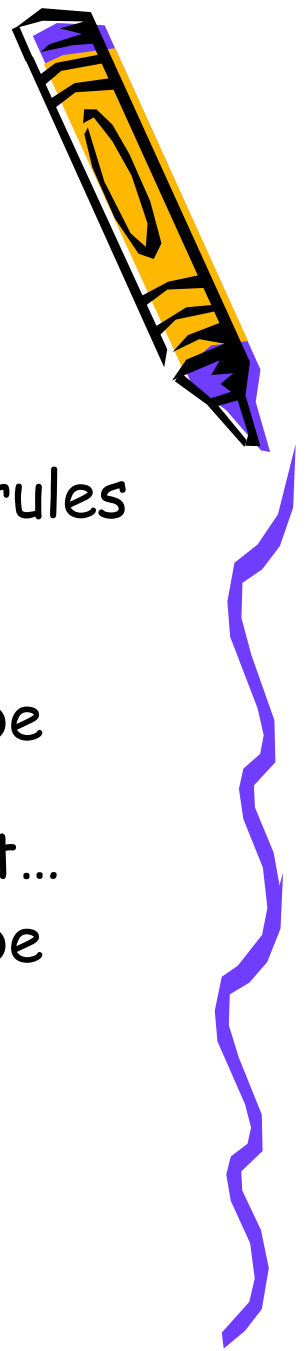
**Referencing conventions  
are peculiar to  
universities.  
•Evidence?**

**There are good teaching  
strategies.  
•Evidence?**



# Arguments and evidence

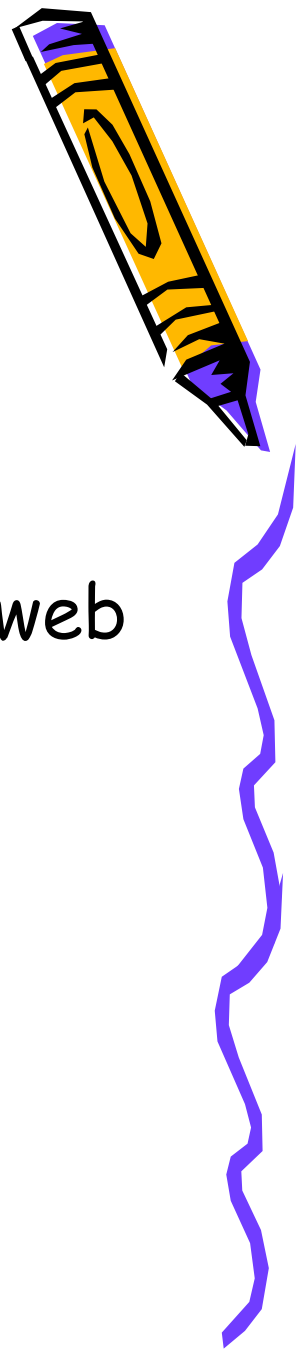
Task: Find the differences and explain them



1. A lot of researchers claim that first year university students are unfamiliar with the rules for academic referencing, and I agree with them. Kate Chanock writes about this...
2. First year university students are likely to be unfamiliar with the rules for academic referencing. Chanock (2002) points out that...
3. First year university students are likely to be unfamiliar with the rules for academic referencing (Chanock 2002).



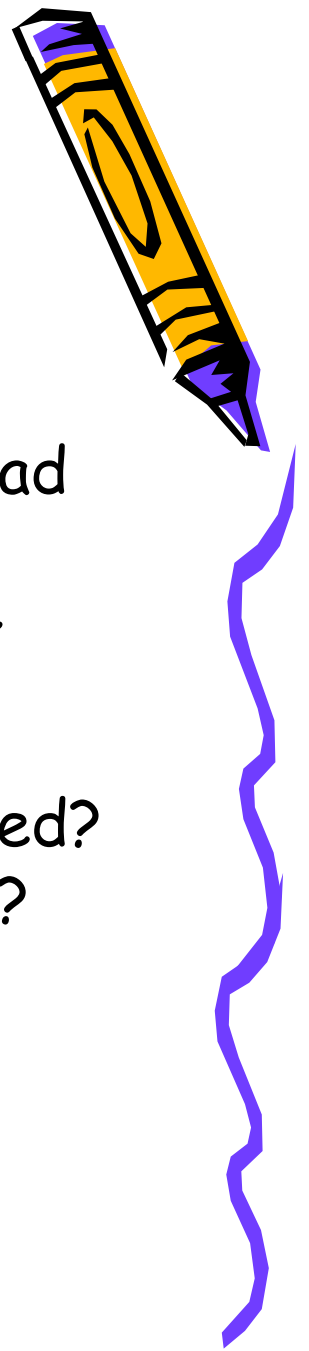
# Referencing guidelines



- You will need to follow a referencing style.
- Guidelines should be given in your unit materials.
- Search 'referencing' on the La Trobe web
- Find out more from [www.latrobe.edu.au/learning](http://www.latrobe.edu.au/learning)
- Library → Services for Students [www.lib.latrobe.edu.au](http://www.lib.latrobe.edu.au)



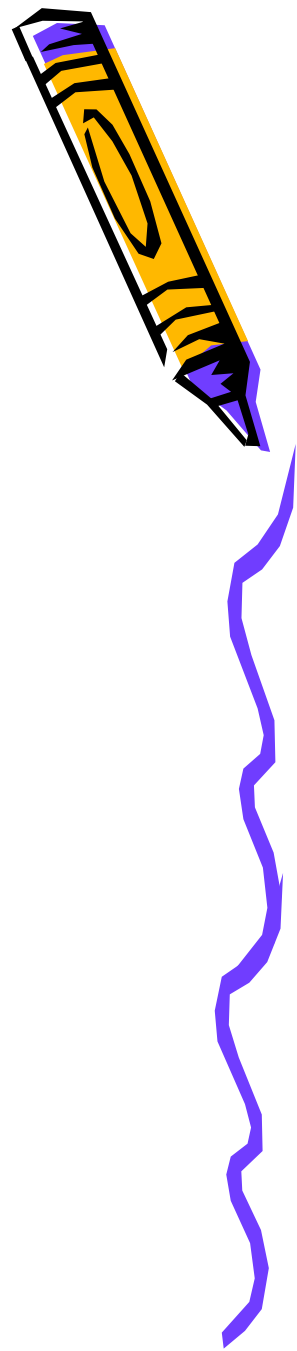
# Editing



- Reread the question and subject hand outs
- Check your spelling, punctuation, grammar.
- Read your work aloud. Can someone reliable read it?
- Are your references correct? Check the style guide.
- Are quotations smoothly incorporated?
- Are your ideas and your sentences closely linked?
- Can you find the main point of each paragraph?
- Have you given evidence for each argument?
- What are the areas you need advice for?



# After you have received your mark



- Don't just look at the grade
- Read the comments.
- What were your strengths?
- What were your weaknesses?
- What can you do about these?

