



THE **WRITINGLAB** PRESENTS:

# Writing Your Thesis (Part III)

# Crash Course

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- Part I: Structuring Your Topic
- Part II: Finding & Reviewing Literature
- Part III: Citation, Expression, Format

# Program: Part III

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1. Choose Your Citation Style
2. Know Your Quotation Type
3. Plagiarism ?
4. Intellectual Creations
5. Laws versus Norms
6. The Snow White-Principle
7. Manchester Academic Phrasebank
8. Formatting Your Document (Checklist)

**PLEASE ASK !**

**I am here  
to answer  
your questions.**

# Choose Your Citation Style

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## in-line citation:

Example: Text text text text text (Nick 2020: 57). Text text text.

**OR**

## footnote citation:

Example: Text text.<sup>1</sup>Text text text text text text.

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<sup>1</sup> Nick, 2020, *shortened title*, p.57

Style conventions differ. Follow the specifications made for your study program and/or check out the publications of your professors.

**→ BE CONSISTENT !**

# Know Your Quotation Types

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## **direct quote → write the original in “quotation marks”**

- indicate omitted [...] as well as [inserted] words
- use indentation to highlight direct quotes which exceed 3 lines of text
- provide translated quotes with the translator’s initials

## **indirect quote → write a paraphrase with your own words**

- take care to not skew any content in the transfer

## **footnote reference → write a short note to contrast, compare, etc.**

- refer to further sources related closely to your topic
- include bibliographical information

# Plagiarism ?

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Original

A slightly different view is presented by Kember and Kwan (2000). They argue that teachers' approaches to teaching are determined primarily by their orientations, that is, their underlying beliefs about teaching, which are more stable than the contextual factors per se. They formulated a list of contextual factors that influence how teachers approach their teaching. Their list partially overlaps with Prosser and Trigwell's. However, Kember and Kwan specifically mention, 'Teaching rooms which are conducive to the type of teaching preferred by a lecturer' (2000, 487). Postareff and Lindblom-Ylänne (2008) focus on social interaction and provide an overarching description of teaching contexts, which includes the teachers' role, students' role, interaction, and atmosphere. Unlike Kember and Kwan, they do not place intrinsic and extrinsic factors in a hierarchical relationship but instead place teachers' beliefs and contextual factors on the same level. (Jensen et al. 2019: Differences in perceptions of HE teaching in face-to-face and digital contexts. Informa UK Limited. 45-6. 1149-1159.)

RIGHT

Your Text

Here I present a list providing a comprehensive overview regarding significant scientific studies which clearly define and analyze influential factors in campus teaching approaches in detail:

- Prosser's study is most cited – as we all know – for good reason (Jensen et al. 2019: 1150).
- Kember and Kwan (2000) find contextual factors and teachers' individual orientation to be the primary factors that determine teaching approaches.
- The study of Postareff and Lindblom-Ylänne (2008) focuses on social interaction and provides an overarching description of teaching contexts.

WRONG

# Intellectual Creations

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*,expression of ideas'*



words and pictures  
are legally protected by

**copyright**



*,ideas themselves'*



concepts, processes and inventions  
are legally protected by

**patents**

&

# Laws < Norms

“In law, plagiarism is usually infringement of copyright. In academia, plagiarism is meant more broadly, to mean theft of any intellectual creation. Perhaps confusingly, the ownership of intellectual creations in research papers is in many circumstances not covered by law, while academic plagiarism does not always involve infringement of copyright. Laws vary from country to country, while academic expectations are reasonably consistent internationally and across disciplines. **The academic community's standards** – which are sometimes unstated – **reach well beyond what laws tend to require**, and it is within these standards that academic plagiarism should be understood.”

Justin Zobel (2014<sup>3</sup>): *Writing for Computer Science*, London: Springer, 257.



# The Snow White-Principle

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## 7 rules for writing in academia:

1. discard superfluous words and phrases
2. avoid convoluted sentences
3. use verbs where possible
4. favour the active over the passive voice
5. be precise – not vague
6. choose adjectives wisely
7. drop negations



# Manchester Academic Phrasebank

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The University of Manchester

## Academic Phrasebank

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

## Home Page

### GENERAL LANGUAGE FUNCTIONS

Being Cautious

Being Critical

Classifying and Listing

Compare and Contrast

Defining Terms

Describing Trends

Describing Quantities

Explaining Causality

Giving Examples

Signalling Transition

Writing about the Past

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu ). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click **here** to access a very short questionnaire. Thank you.

An enhanced and expanded version of PHRASEBANK is available in PDF or Kindle format:



ABOUT PHRASEBANK

[www.phrasebank.manchester.ac.uk](http://www.phrasebank.manchester.ac.uk)

# Formatting Your Document: Checklist

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- standard text, titles and subtitles
  - footnotes
  - page numbering / footer (and header)
  - table of contents
  - bibliography
  - lists, tables, graphs, charts, diagrams, images, ... + corresponding titles and lists
  - line spacing, paragraphs and sections, indentations
  - page margins, page breaks, page setup → **Check the final layout for each page separately !**
  - grammar and spell check (find and replace) → **Ask a fellow student to proofread !**
  - **Track changes, edit & review using** comments and/or mark-up !
- **SAVE a new version regularly !!!**

**CLARITY**  
on all  
levels

# End of Part III

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*Happy Writing !*

... and if you have any questions –  
please don't hesitate to contact me:

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