












Richard LaBontee

Teachers Guide for Introduction to Academic Honesty

WRITING IN AN ACADEMIC CONTEXT

-  Introduction to the Teacher's Guide
-  Welcome!
-  Writing is Important in Education
-  How is Academic Writing Characterised?
-  What is Academic Honesty?
-  How is Academic Honesty Demonstrated in Writing?
-  Exercise: Honest and Independent Writing
-  Quiz: Writing in an Academic Context

WRITING WITH SUPPORT FROM SOURCES


 **Understanding the Writing Assignment**

 **Choosing Relevant Sources**

 **Summarising and Paraphrasing Sources**


 **Quoting Sources**

 **Selecting a Reference Style**

 **Exercise: Summary, Paraphrase, Quote**

 **Quiz: Supporting Writing with Sources**

YOU MADE IT!

 **You made it!**

Introduction to the Teacher's Guide



Welcome to the teacher's guide for the university-wide Canvas course, Introduction to Academic Honesty. Through this course, students can practice how to write academic text with support from sources, and will learn how this is related to honest academic work practices. The teacher's guide is intended for teachers who wish to work with academic honesty further with their students. This guide follows the course structure and provides suggestions for how to use the course's various sections in instruction.

Starting Points

This course aims to provide students with an introduction to academic honesty, focusing on writing with support from sources. It explains to students that academic writing requires an honest and independent (självständigt) approach to the sources from which they derive knowledge or information. This course therefore guides students to better understand what such approaches involve, and what significance these approaches have for the texts they write at the university.

Course Design

The Introduction to Academic Honesty course consists of two halves, *Writing in an Academic Context* and *Writing with Support from Sources*. Each section contains lessons and exercises connected to their content, and are followed by quizzes. In order for students to pass the course, they will need to answer all questions correctly in both quizzes.

The course can be found in the Canvas Commons. The module can be found by filtering content that is shared with the University of Gothenburg. Search for 'Introduction to Academic Honesty'. Information concerning how you search and import the course contents into the Canvas Commons can be found on the following site: [How do I use Canvas Commons?](#)

Teacher's Guide Design

The teacher's guide follows the courses structure. It will demonstrate exactly what students will see while following the course, accompanied by a short description of the lesson's content at the top of each page, and suggestions on how to work further with the contents of the lesson in your instruction at the bottom of each page.

Welcome!

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In this first section, students will learn the goals of the course and how it is structured.

This is an introduction to writing with sources in an academic context. In order to write with support from sources, you need to show and explain how your own work relates to the sources you use in it. This requires an honest and independent approach to the sources that you use to obtain knowledge and information. The course will guide you through this approach to writing, and will explain its significance to you and your writing as a student at the university.

This course consists of two sections: *Writing in an Academic Context*, and *Supporting Writing with Sources*. Each section contains a number of lessons and exercises, and each ends with a quiz to evaluate what you have learned.

[CONTINUE](#)

Writing is Important in Education

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The aim of this lesson concerns introducing academic writing as a concept with a particular focus on academic writing as a tool for learning and examination. For many students, it is obvious that they need to write texts to pass their coursework, and this is confirmed in this lesson. However, the idea that writing is a tool for thinking and communication, and therefore also learning, is introduced.

Learning

Writing is an important learning strategy. You write to learn more about what you are studying by:

- Comparing and questioning
- Drawing conclusions based on facts
- Connecting ideas

Examination

Writing is a necessary study skill.
Writing will communicate what you know in:

- Submitted assignments
- Exams and home exams
- Essays and other types of longer texts

Writing and the development of subject area knowledge are tightly linked together:

- You write to learn course content.
- You write to report back on what you have learned.



Click on the tabs below for suggestions on how to work with these issues in your course.

Writing for learning —

- Make space for reflective discussions on academic writing and its impact on students, academics, researchers, and other stakeholders.

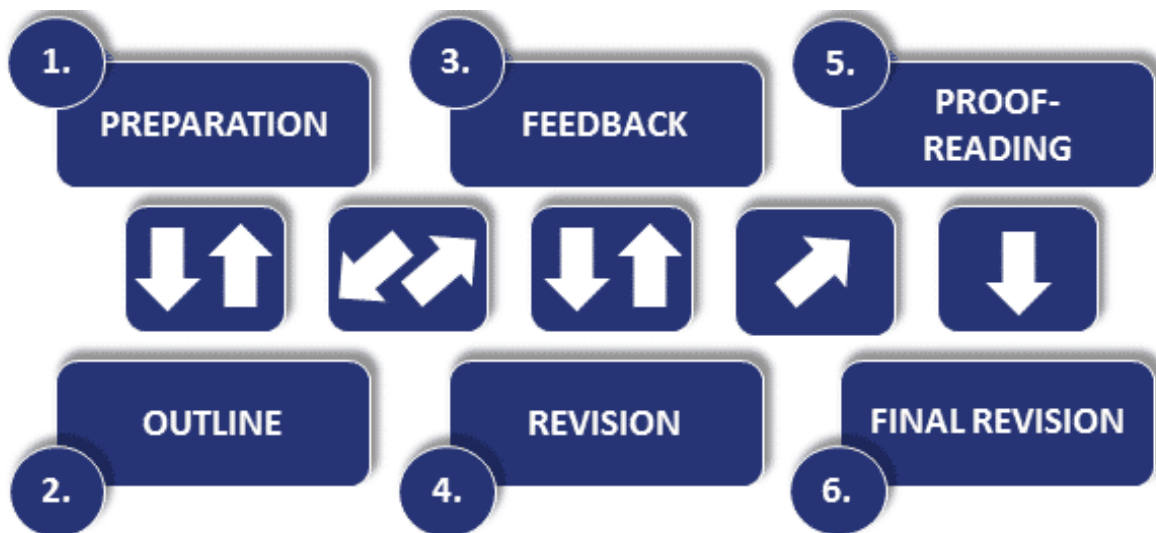
- Who benefits from academic writing and in what ways?
- Make space to discuss the purpose and function of writing with students when introducing a written assignment.
 - What will students practice and learn from a particular assignment?
 - Why is an assignment written, instead of in any other format (i.e., oral)?
- Consider designing written assignments in a way that encourages students to reflect on the parts of their writing process (see illustration below).
 - Give students the opportunity to submit a draft before their final submission in order to receive feedback from peers or teachers.
 - Give students the opportunity to give and receive peer feedback. Such response opportunities are not only useful for the person receiving the response, but also for the person giving the response. Here is a proposal for setting up peer response:
 - Students write their assignment in pairs.
 - When responding to each other's texts, they are divided into groups of two pairs and exchange texts with one another.
 - Each pair prepares responses to the other pair's texts, together. This will give them an opportunity to discuss together what is good about the texts and what can be improved. They can also discuss how to formulate this response to the authors of the texts.
- Support students in what they can and should give response on and how to do so. For example:
 - Content
 - Does the content of the text correspond to what is stated in the assignment instructions?
 - Does the content of the text answer the question?
 - Structure
 - Does the text have a clear structure? i.e.:
 - Is there an introduction where the question is presented?
 - Is there a main section where the question is answered?
 - Is there a conclusion where the question is summarized and clarified?

- Does the question follow through the entire text as a common theme?
- Does the text effectively use sections? Paragraphs? Sentences?
- Reference Management
 - Are sources used relevant to the assignment?
 - Is it clear what information is being taken from which sources, and how they relate to the purpose of the text?
 - Do the citations used work? i.e.:
 - Can the reader understand what information is used from which source?
 - Do the citations follow a referencing style?
- The Language
 - Is the language of the text written in an academic style, or is it too informal?
 - Is the content of the text presented in a clear and coherent way?
 - Is the purpose of the text easy to follow?
 - Is the language correct?

Literature Tips:

- Dysthe, O., Hertzberg, F., Hoel, T.L. (2011). *Skriva för att lära: skrivande i högre utbildning*. Lund: Studentlitteratur.
 - Here you will find more information regarding the writing process (p. 39-59) and peer response (p. 175-195).
- Björk, L., Räisänen, C. (2001). *Academic Writing*. Lund: Studentlitteratur.
 - Here you will find more information regarding the writing process (p. 13-23) and developing academic text (p. 25-90).

The writing process can be described in many different ways. The illustration below is from [The Writing Guide](#).



Writing for examination —

- Discuss with colleagues how expectations for written assignments can be expressed clearly in assignment instructions.
- Make those expectations as explicit as possible. Students meet many different teachers and may be unsure how to understand a particular set of instructions. In order for them to get a clear picture of the expectation put on a set of criteria, it can be helpful to provide students space and time to discuss expectations for an assignment with each other, and with the teacher. Teachers can, for example:
 - Clarify their expectations for student writing when introducing an assignment. Anticipate students' perspectives regarding content, structure, references, and use of academic register.
 - Provide students with opportunities to familiarize themselves with the types of texts they are expected to write. This can be done by showing them various examples of successful submissions and discussing them in relation to assignment instructions and assessment criteria.
 - Provide students with opportunities to understand grading criteria by presenting both successful and less successful examples of previous writing assignment submissions and ask them to grade those examples using the assessment criteria.

CONTINUE

How is Academic Writing Characterised?



The aim of this lesson is to clarify that academic writing is supported by previous research and provide concrete examples of this kind of text.

For newer students it can often be unclear what is meant by supporting writing with previous research, as well as what the various functions of previous research have in an academic text.

As in all work done in the academic context, academic writing builds upon previous knowledge. As such, academic writing must rely upon previous research as a foundation for producing new knowledge. The pyramid below illustrates how previous research and academic writing relate to each other.

Sources in your text: This is the research that you use to support your argument.

**Sources
in your text**

Previous research in your subject: Out of all the research performed in the subject area you study, this is the research that is related to the assignment.

**Previous research in
your subject**

Research: The collected knowledge of a subject area developed through research.

Research

Since academic texts are based on previous knowledge, citations are of great importance. An academic text usually contains many references to other texts. Sometimes the references are texts that the author relies on to develop their central ideas or argument. Sometimes these references represent texts that the author wants to argue against. By referring to these sources, the author creates a link between a body of previous research and their own current thoughts and ideas. This approach can be thought of as a 'conversation' between the author, the previous research, and the reader of the text.

Here is an example of what such a conversation might look like. The following text is an excerpt from a textbook in which the author explains how the concept of judgement is important for developing an authorial voice in writing. The author does this by referring to two different sources that they consider to be relevant to the topic, i.e. suitable or reasonable for this particular context. Read the text below and click on the numbers to learn more.

We said earlier that highlighting statements need good judgment. They also need good presentation of judgment. Thus, they have two requirements. **1** One is the need to be cautious—and sometimes critical—about the data. As Skelton (1988) neatly observed, “It is important for students to learn to be confidently uncertain.” The other requirement is to have the linguistic resources to express this caution. In this section, therefore, we deal with ways of qualifying or moderating a claim and indicating your stance toward your claims. Your stance or perspective is important in academic writing because it allows you to reveal not only *what you know*, but also *what you think*.

The way in which you reveal your stance contributes to author positioning. To reveal your stance, you can, for instance, indicate your attitude (for example, *I think*); soften or hedge your claim as in *it is likely that*; or employ boosters to strengthen your points such as *clearly there is a need to*. These stance markers are part of your textual or disciplinary voice (Hyland, 2008). **2** Control of this voice is “central to building a convincing discourse” and integral to “texts that plausibly represent an external reality” (Hyland, 2008) **3** and anticipate readers’ reactions to those texts.

Text excerpt from Swales, J. and Feak. C. (2012) *Academic Writing for Graduate Students*, The University of Michigan Press, p.156

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Skelton (1998)

Here, the author expands on the concept of judgement and being critical about data, and how they are important parts of writing. They refer to Skelton's (1988) observation in order to support their idea that students need to practice judgement, even when uncertain.

Readers familiar with Skelton's work will be able to align it with this author's ideas. Additionally, a reader who is unfamiliar with Skelton will have received information about where to read more about their ideas on judgement.

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Hyland (2008)

Here, the author presents a new concept related to the position of the author in writing text. They provide a definition for a term that has been already described by another author, Hyland (2008). With this reference, the author shows that Hyland developed this definition of 'voice' first, and that they are using it here to help describe that phenomenon.

Readers will now know that the concept 'voice' used here was not an original idea made up by the author, but rather an idea that Hyland established in previous work.

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Hyland (2008)

Here, the author extends the definition of a textual or disciplinary 'voice' with quotations from Hyland's (2008) previous research into the concept. They do this to attribute the ideas to Hyland, as well as to provide a definition that their text can build upon

The reader will now know that Hyland is an authority on the idea of textual or disciplinary 'voice' and can go to that source to read more.

Referring to previous research can serve several purposes. For you as a student, it could be that:

- You want to demonstrate that you are familiar with the content of a specific source.
- You want to show that your reasoning is supported by previous research.

- You want to show that you can judge which sources are relevant to your writing.

When referencing previous work, you are demonstrating an honest and independent approach to handling the sources used in your academic writing.



Click on the tabs below for suggestions on how to work with these issues in your course.

Function of sources in academic text —

- Use course literature to thoroughly discuss the use and function of sources in academic text:
 - Together with students, investigate how sources are used in a text, e.g., as support for or as a contrast to a main argument.
 - Authors create links between previous research and their own ideas and arguments by referencing those previously written texts in their own writing. Discuss with students this process, and how they can use previous research to support their own arguments and ideas.
- It may be helpful to discuss reference styles and their use in various topic areas, especially if they differ from students' previous experiences in style usage. For example, a teacher could ask students to compare the example text in the course page above (Swales & Feak, 2012) to a text they have read for their coursework, then ask them to discuss:
 - Which similarities are there in the use of sources in these texts?
 - What differences are there?
- Discuss with students the importance of context when using previous research in academic text, and how reading academic texts must always 'reach outside' the text being read in order to situate itself amongst a body of knowledge.

Function of sources in (graded) assignments —

- If a teacher has decided which sources are to be used in a specific assignment: Discuss with the students why they should use those particular sources for this particular assignment. For example, is the purpose of this to evaluate whether students have familiarised themselves with the content of a source, and/or that students can develop their own argument with support from that source? Can this be made explicit to them?
- If a teacher has decided that their students should choose sources themselves in a specific assignment: Discuss with them why they should choose sources themselves. For example, is the purpose of this to evaluate if a student can judge which sources are relevant to their topic of the assignment?

CONTINUE

What is Academic Honesty?



The aim of this lesson is to explain what academic honesty is and how the requirement of academic honesty affects writing in an academic context. For many students, it is unclear what being honest in an academic context includes. The purpose here is also to explain what can happen if academic honesty is lacking.

Academic honesty is a fundamental part of studying and working in academia. The way academic honesty is interpreted varies across academic cultures. In the Swedish context, academic honesty has been described as follows (translated from the original Swedish):

“Academic honesty concerns the respect you show the person who authored a text, made a discovery, or hatched an idea. Building upon what others have previously accomplished is a fundamental principle at universities and colleges. A researcher or student who uses a text, a discovery, or an idea that someone else created, as inspiration for their own work should be careful to make clear reference to that person's work.”

When you use someone else's materials, texts, or ideas in your own writing, you must indicate who they belong to by attributing their source to their original author(s). In order to do this appropriately, you must also reference that source correctly and reproduce its content without omitting or adding information that changes its original meaning.

In academic contexts, it is expected that you will write your texts yourself and that you will relate your own ideas independently to the knowledge and ideas belonging to others. This is accomplished by developing your own reasoning and arguments that build upon the knowledge and ideas of others. In this way, you are showing evidence of your own independent thought. In the Swedish context, this is often referred to as *självständighet* (autonomy, independence), and it is a common criterion that examiners take into account when assessing university assignments.

Failing to clearly present when your reasoning is based on the knowledge and ideas of others in an academic context is considered an attempt to mislead or deceive a reader into an incorrect representation of your own or others' work.

There are various ways to mislead or deceive in the context of academic writing. Examples of deception are; plagiarism, prohibited aids, or prohibited collaborations. The fabrication and falsification of materials or data are also considered forms of deception. It is your responsibility as a student to understand these rules for each examination you take part in.

**WHAT IS
PLAGIARISM?**

**WHAT IS PROHIBITED
AID?**

**WHAT IS PROHIBITED
COLLABORATION?**

**WHAT IS
FABRICATION AND
FALSIFICATION?**

Plagiarism involves the reproduction of someone else's work without indicating who the original author of that work is, or from which source the reproduced content is taken.

Examples of plagiarism:

- Copying parts of a text or an entire text without indicating the source, then submitting that text as your own work.
- Copying an image or model from a textbook and reproducing it without asking permission from the copyright holder, which is against copyright law.
- Reusing text you wrote and used in another examination or course assignment without citing the source of that text.
- Translating a text and using it without citing the original source of that text.

Plagiarism is serious and seen as a breach of good academic practices. If a student is suspected of plagiarism, the matter will be dealt with by the university's disciplinary board. If the board decides to take action, the student will in most cases be suspended from their studies for a certain period of time.

**WHAT IS
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FALSIFICATION?**

Prohibited aids involve various forms of help for preparing text that are not permitted according to the instructions for a specific assignment or examination. What is considered prohibited aid may vary from one examination to another. Contact your teacher if anything is unclear in your assignment instructions.

Examples of prohibited aids:

- Generative-AI used to complete an examination task if not permitted explicitly through assignment instruction.
- Hiring a ghost-writer to write a text submitted for examination.

Using prohibited aids is serious and seen as a breach of good academic practices. If a student is suspected of using prohibited aids, the matter will be dealt with by the university's disciplinary board. If the board decides to take action, the student will in most cases be suspended from their studies for a certain period of time.

WHAT IS PLAGIARISM?	WHAT IS PROHIBITED AID?	WHAT IS PROHIBITED COLLABORATION?	WHAT IS FABRICATION AND FALSIFICATION?
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Prohibited collaboration involves any collaboration that contradicts the instructions for an examination or assignment. What is considered prohibited collaboration can vary from one examination to another. Contact your teacher if anything is unclear in your assignment instructions.

Examples of prohibited collaboration:

- Collaborating with a coursemate on a submitted assignment when working together is not permitted according to the instructions.
- Collaborating with a friend, family member or other person on a submitted assignment when working together is not permitted according to the instructions.
- Writing a collaborative text with others that each person changes to make their own version, then submitting those works as individual assignments.

Prohibited collaboration is serious and seen as a breach of good academic practices. If a student is suspected of engaging in prohibited collaboration, the matter will be dealt with by the university's disciplinary board. If the board decides to take action, the student will in most cases be suspended from their studies for a certain period of time.

WHAT IS PLAGIARISM?	WHAT IS PROHIBITED AID?	WHAT IS PROHIBITED COLLABORATION?	WHAT IS FABRICATION AND FALSIFICATION?
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Fabrication refers to the invention of non-existent sources (text, data, or other materials) for use in academic work.

Examples of fabrication:

- Referring to a source that does not exist.
- Inventing fictional statistics in order to create unfounded tables or charts.

Falsification refers to manipulating an already existing source (text, data, or other materials) so that it better suits one's own work.

Examples of falsification:

- Knowingly misrepresenting quotes from source text.
- Selecting certain parts of a table or data set, and/or leaving out certain parts, in order to make it appear to support an argument.

Fabrication and falsification are serious and seen as breaches of good academic practices. If a student is suspected of engaging in fabrication or falsification, the matter will be dealt with by the university's disciplinary board. If the board decides to take action, the student will in most cases be suspended from their studies for a certain period of time.

If a student is suspected of cheating in relation to examination, their department will report the incident to the university vice-chancellor. The matter is then dealt with by the university's disciplinary board who will decide on possible measures. It is important to note that it is not the student's teacher who decides whether a student has acted in a deceptive manner, but the disciplinary board. If the board decides to take action, the student will in most cases be suspended from their studies for a certain period of time.

Any Questions?

– I am writing an individual assignment and have found a ready-made text on the internet that fits the assignment perfectly. Can I submit it in my name to save time?

CONTINUE

Scene 1 Slide 1

Continue → Next Slide

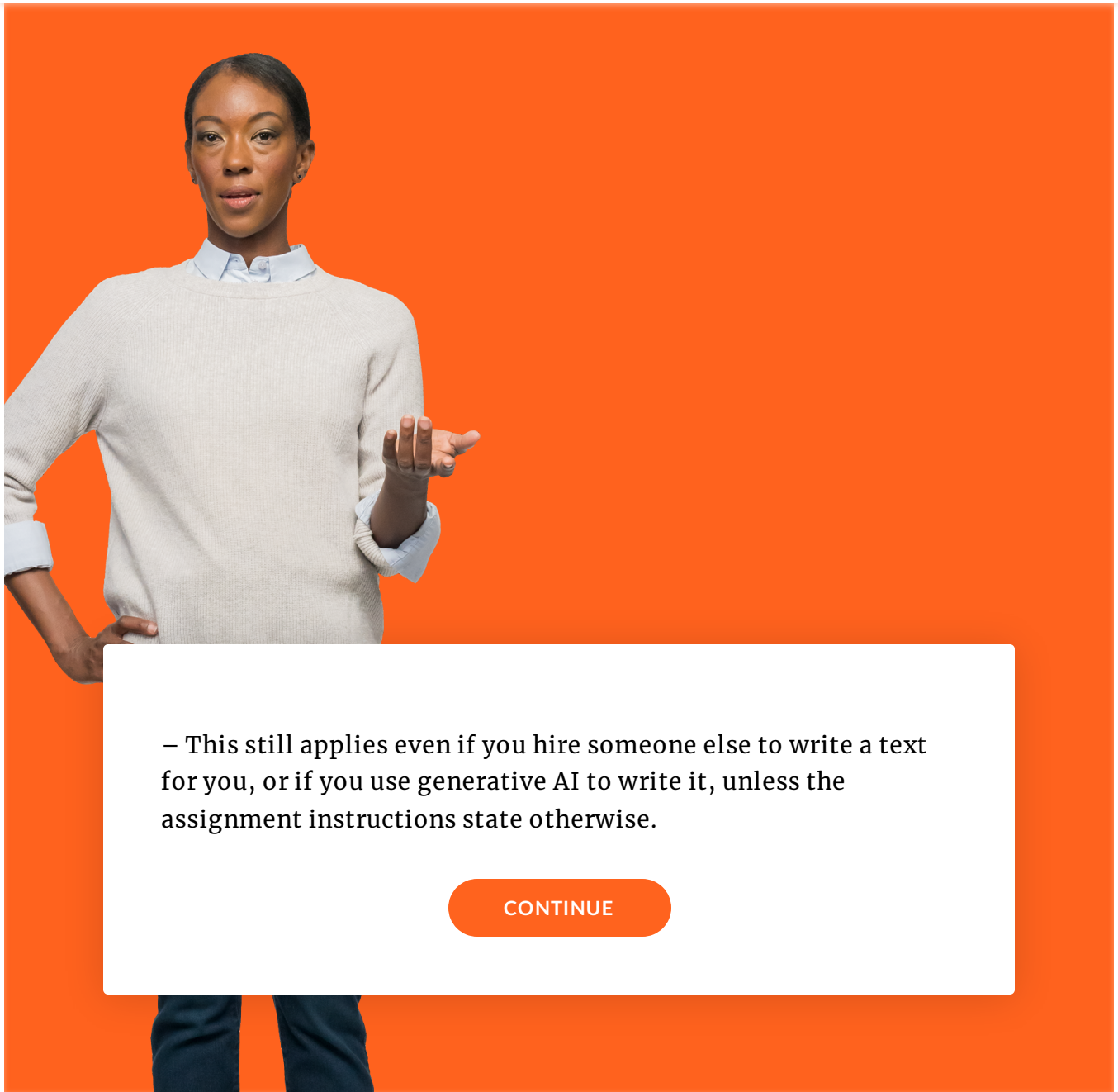


– No, you may not submit someone else's text in your name if the task requires you to write the text yourself. Submitting another's text is a form of deception and is not allowed.

CONTINUE

Scene 1 Slide 2

Continue → Next Slide



– This still applies even if you hire someone else to write a text for you, or if you use generative AI to write it, unless the assignment instructions state otherwise.

CONTINUE

Scene 1 Slide 3

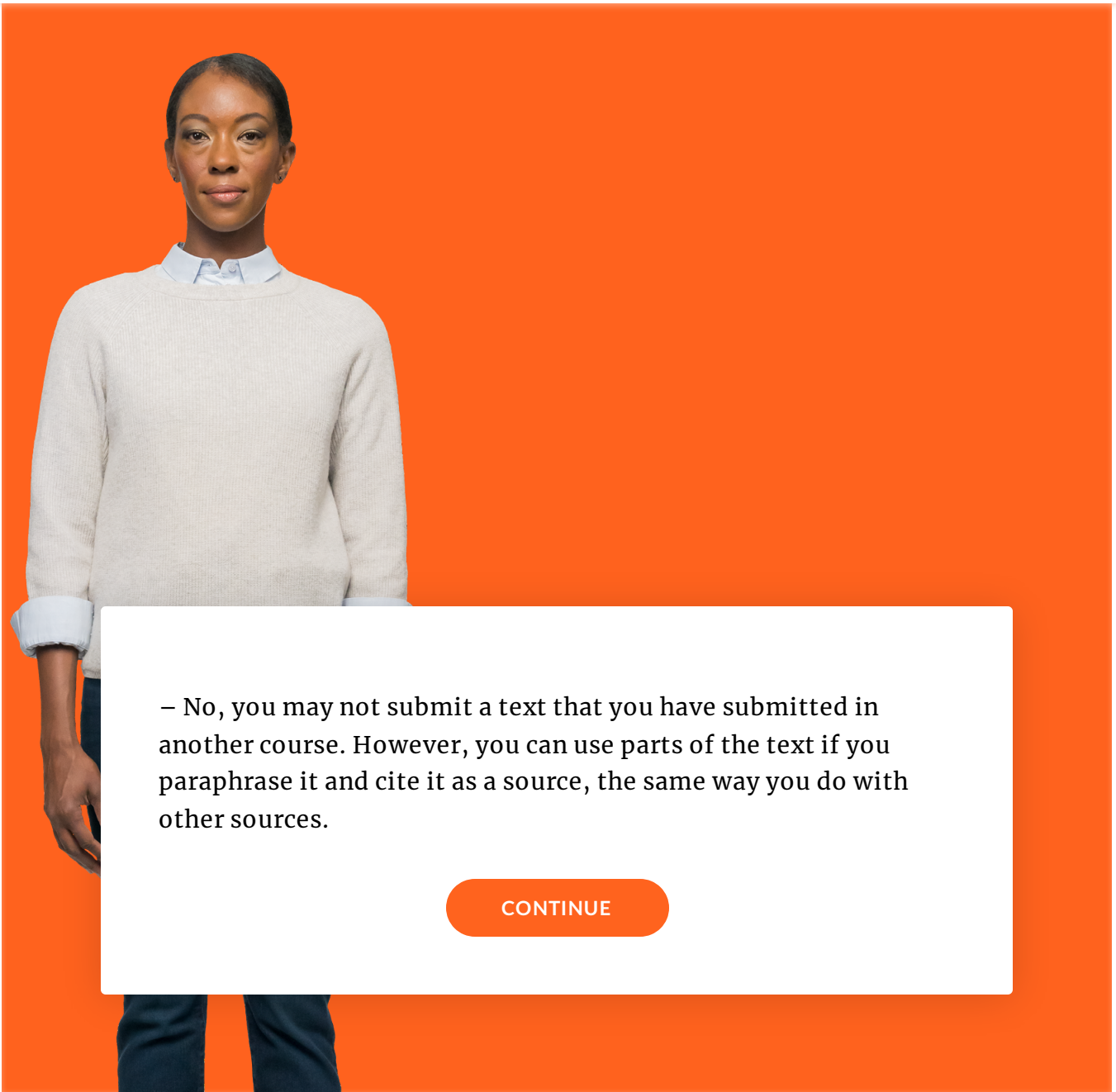
Continue → Next Slide

– I'm writing an assignment but I don't think I'll be able to finish it on time. I have a text that I submitted in another course that fits perfectly. Can I submit it in this course, too?

CONTINUE

Scene 2 Slide 1

Continue → Next Slide

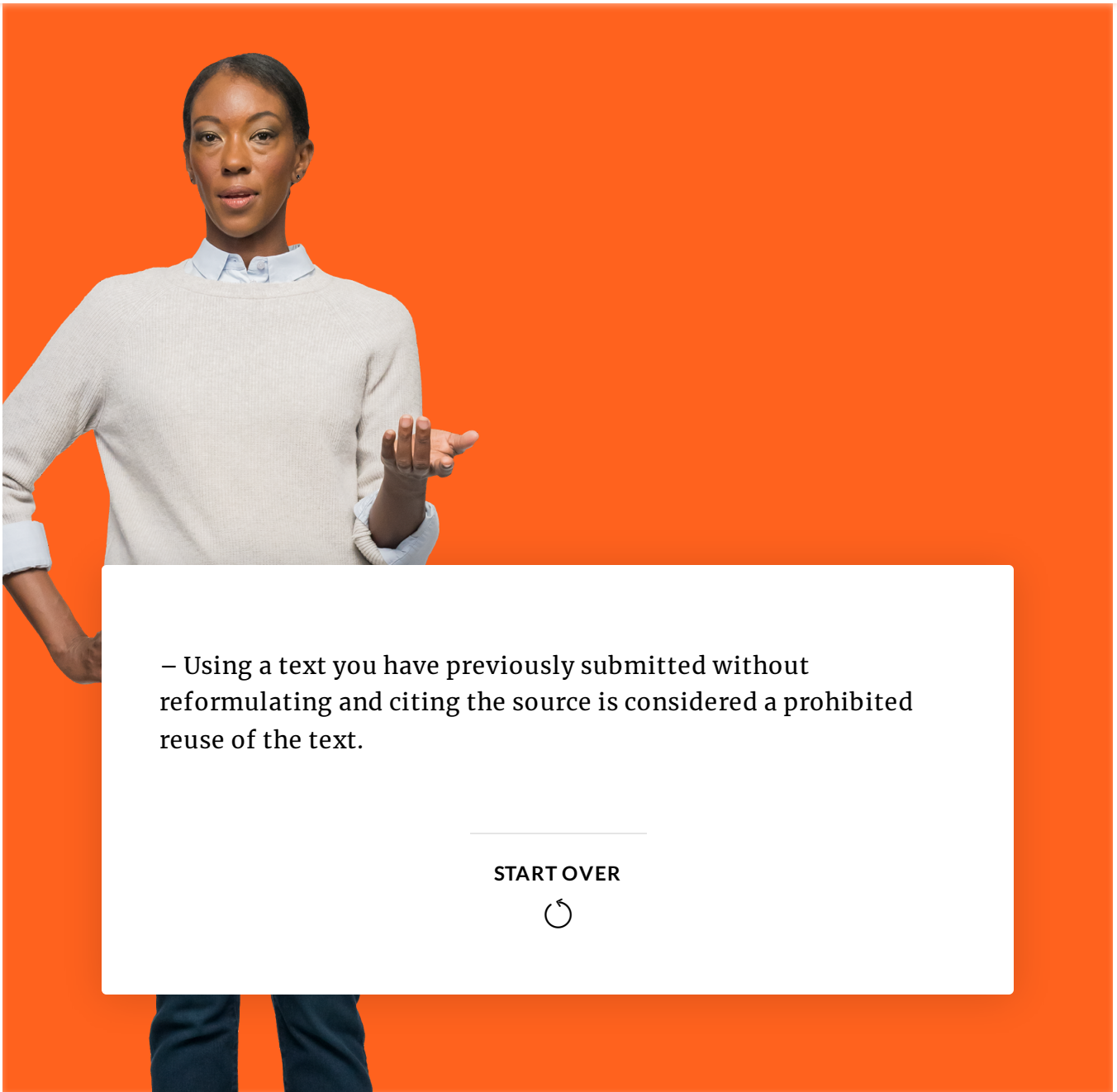


– No, you may not submit a text that you have submitted in another course. However, you can use parts of the text if you paraphrase it and cite it as a source, the same way you do with other sources.

CONTINUE

Scene 2 Slide 2

Continue → Next Slide



– Using a text you have previously submitted without reformulating and citing the source is considered a prohibited reuse of the text.

START OVER



Scene 2 Slide 3

Continue → End of Scenario



You can read more about what happens when a report is made to the disciplinary board in the Gothenburg University Student Portal.



Click on the tab below for suggestions on how to work with these issues in your course.

Extending the Academic Honesty and Independence Discussion —

- Discuss with students the importance of an honest and independent (självständig) approach to academic writing, and what consequences there are for breaches of honesty and independence. For example:
 - Build on the 'Any Questions?' section above by asking students to suggest similar questions, encouraging them to discuss possible answers in groups.
 - Present authentic cases of plagiarism at the university level and discuss how it could have happened and what the consequences were in those cases. One example might be Sandra Borch, the previous minister for research and higher education in Norway, who resigned her post after being found guilty of plagiarising her Master's thesis work.
- Discuss with students what independence (självständighet) in academic writing includes, both in general and for their specific context or discipline. Many international students may not be familiar with the Swedish version of this concept, and local, contextual examples of what 'självständighet' involves can be helpful:
 - With students, read and discuss different kinds of text with a focus on how the authors demonstrated independence in their writing or in completing the assignment.
- Discuss with students the reasons why they are not allowed certain types of aids and certain types of collaboration in graded assignment work.



CONTINUE

How is Academic Honesty Demonstrated in Writing?



The aim of this lesson is to explain how academic honesty and independence manifest themselves in academic writing and what this means more concretely for the writing itself. For many students, it is unclear what it means to, for example, develop your own reasoning (argumentation) with support from sources or to summarise (or paraphrase) a source in your own words.

Academic writing requires an honest and independent (*självständig*) approach to engaging with the sources from which you derive knowledge or information. Academic honesty in the context of writing mainly concerns your approaches to reproducing the content of original sources, and the ways in which you cite those original sources:

Content of Sources

If you use a source in your own text, it is important that your representation of the content and message of that source is as truthful and fair as possible. You may not change the content of the source to suit your reasoning (*falsification*), nor may you invent a source that does not exist (*fabrication*).

References

The purpose of referencing is to clearly present to the reader exactly which previous research or ideas you are relying on or arguing against in your own writing. Additionally, the use of references shows the reader the difference between your own reasoning and ideas and the reasoning and ideas of

Demonstrating independence in academic writing with sources (*självständighet*) involves thinking critically and presenting independent rationale in your text. This independent writing therefore requires you to develop a way to communicate your own arguments and ideas that is independent from the phrasing of your chosen sources:

Choice of Sources

In order to display independent reasoning in writing supported by sources, you will need to clearly show:

- Why your choice of source is relevant.
- Which sources you rely on to make your arguments and which sources you

Choice of Wording

You also display independent reasoning through the choice of wording in your text while referring to sources. This requires you to consider:

- What the main ideas of a source are
- What function that source will have in your own text

Any Questions?

– I'm preparing to write my first assignment. Do I need to cite sources that my teacher already knows, for example, commonly known information and concepts that we have discussed in class?

CONTINUE

Scene 1 Slide 1

Continue → Next Slide

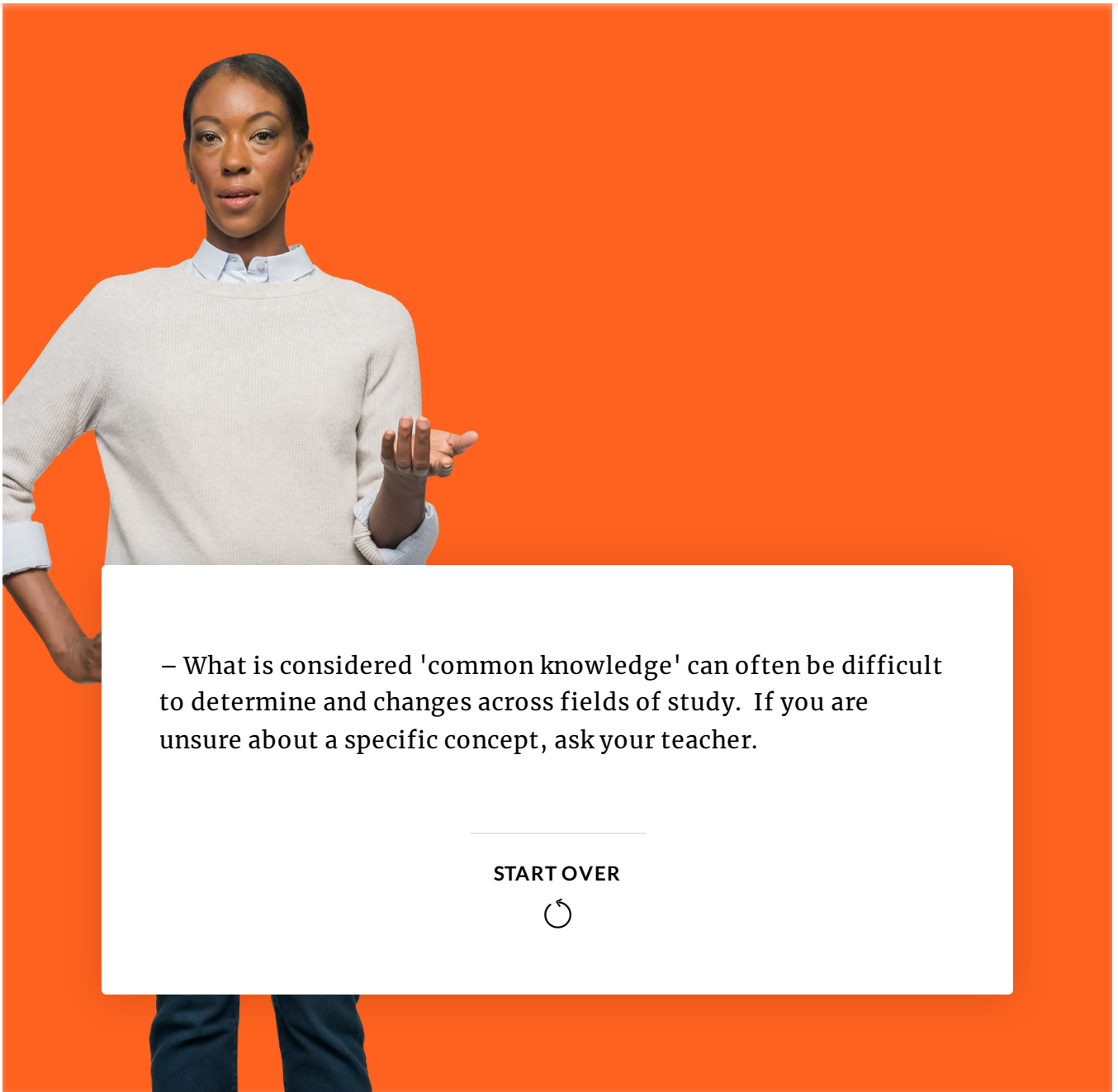


– Concepts that you discuss in class will probably need to be referenced in your text. Even if the concepts are common knowledge, you will need to show where you got that particular information from.

CONTINUE

Scene 1 Slide 2

Continue → Next Slide



– What is considered 'common knowledge' can often be difficult to determine and changes across fields of study. If you are unsure about a specific concept, ask your teacher.

START OVER



Scene 1 Slide 3

Continue → End of Scenario





Click on the tab below for suggestions on how to work with these issues in your course.

Writing with Support from Sources

- Discuss with your students how academic writers demonstrate in their text that they have an honest and independent approach to engaging with previous research. Teachers could use a text from your course literature list as an example, and present how that text deals with previous research in practice. Ask students to compare the text of that source with how the author has paraphrased or summarized that previous work in their own text:
 - What was written in the original source, and how has the author summarized or paraphrased that work in their own text?
 - How has the author made use of citations in the text in terms of format, placement, distribution, etc.?

CONTINUE

Exercise: Honest and Independent Writing

RL Richard LaBontee



Here, students will practice what they have read concerning honesty and independence in academic writing. Following the exercise, there is a quiz that the students must pass in order to continue on to the next part of the course. If you wish to continue working with honesty and independence in your course, use the questions in the exercise below and the following quiz as starting points for in-depth conversations with your students.

Instructions

Assess the following statements according to what you have learned about academic honesty and independence.

Yes, that's right.

You must keep the wording of your text independent from the original source.

You must clearly show which sources you use to support your own rationale.

You must be able to distinguish between your reasoning and a source's reasoning.

You must reproduce the content of a source in a truthful manner.

You must always cite a source when using other people's knowledge or materials.

Sources must be cited even when the reader is knowledgeable in the subject.

No, that's wrong.

You should only use research that supports your own reasoning.

You can use other people's ideas, methods, or data without referencing.

You can rephrase others' text in your own text without

You can translate other people's texts verbatim

citing the source.

without referring to the source.

You can quote from texts with quotation marks without referring to the source.

You can use other people's images or tables without permission if you cite them.

You can use a previously submitted assignment text without citing its source.

Instructions

Answer the following questions based on what you have learned about collaborating on assignments:

Can a group of students work together in a collaborative document for a home exam if everyone rewrites the text with their own wording so that the texts differ when submitted?

Yes, as long as the texts are rewritten with different wording and paragraphs that do not match each other in the text, it is fine.



No, if the exam is individually assigned, the questions must be answered individually and everyone must write their own independent texts. Working together in this case is an example of prohibited collaboration.

SUBMIT

Can I use parts of a classmate's text in my own assignment if my classmate has given me their permission?



No, using another's text in this situation is seen as an act of deception because you are submitting work developed with someone else's knowledge and thoughts for assessment.



Yes, if your classmate has given you their expressed permission to use the text, it is fine to use parts of it.

SUBMIT

CONTINUE

Lesson 8 of 16

Quiz: Writing in an Academic Context

 RL Richard LaBontee

Test your new knowledge in a quiz. To pass the course, you need to answer all questions correctly. You may retake the quiz as many times as needed.

Question

01/07

Which statement about using sources in academic writing is true?

- You should use as many sources as possible when writing.
- You should only use sources that the reader doesn't know about.
- You should only use sources that are related to your rationale or argumentation.

Question

02/07

Why should you cite sources when writing academically? Choose one or more answers.

- In order to show which sources you base your reasoning on.
- In order to enable the reader to find your sources.
- In order to make the text more difficult to read.

Question

03/07

There are several important concepts to know and understand in relation to academic writing. Match the definitions with the correct concepts.

Cooperating in ways that are not permitted in connection with assignments or exams.

Honesty

Developing one's own reasoning with support from relevant sources.

Independence (Självständighet)

Being accurate and transparent when referring to source content in your text.

Deception

Getting help that is not permitted in connection with assignments or exams.

Plagiarism

Attempting to give a false impression of your own work or misrepresenting others' work.

Prohibited Collaboration

Using someone else's work without attributing authorship.

Prohibited Aids

Question

04/07

Academic honesty is central to writing in an academic context. Which of the following statements are examples of academic honesty?

- Correctly citing the sources you use in your text.

- Sharing a digital text document with several students who each write different parts, then submitting the co-written text under individual students' names.

- Correctly citing the source when you have made a translation of it yourself.

Question

05/07

Why is writing an important part of higher education? Choose one or more answers.

- Through writing you are able to demonstrate what you have learned throughout a course.
- Through writing you engage with and learn course content.
- Through writing you demonstrate how your knowledge relates to the literature in your courses.

Question

06/07

Why should you use sources in your writing? Choose one or more answers.

- In order to show that you have research evidence for your reasoning.
- In order to show that you can assess which sources are relevant to the topic you are writing about.
- In order to show that you are familiar with the content of a specific source.
- In order to show that you have read many relevant texts.
- In order to show that you have read difficult texts in an area.

Question

07/07

It is important to be independent (självständig) in your approach to academic writing. Which of the following are examples of academic independence?

- Wording your text independently in relation to the wording used in sources.
- Determining which sources are relevant to the arguments you develop in your text.
- Only using sources that you can support your reasoning with.
- Using both sources that support your reasoning and sources that you will argue against.

Understanding the Writing Assignment

RL Richard LaBontee



This lesson will demonstrate how students can prepare themselves prior to starting a writing assignment. The lesson focuses on strategies for familiarizing and understanding assignment instructions since students will meet a variety of assignments and instruction formulations throughout their studies.

Before you start writing, you will need to do some preparation for your text. This work lays the foundation for an honest and independent (*självständigt*) piece of writing. Below you can explore the steps of doing preparatory work for academic writing.





Read the assignment instructions

Carefully read through your assignment instructions. What are you being asked to do and to present to your teacher? What expectations are there for your writing? Is the text going to be an essay, a lab report, a project plan, or a thesis? The requirements stated in the assignment instructions will affect how you begin to craft your text.



Search for sources

Explore your options for the kinds of sources you will need in order to complete your assignment. Can it be course literature? Legal texts? Statistics? Scientific articles? Where can those kinds of sources be found? You will likely need to continue searching for sources when you have started to write your assignment.



Read about your subject

You will need to read in your topic area throughout the writing process. When you start reading for sources, first skim or scan the summary, abstract, or introduction of the text to determine if the source is relevant to the writing task. If it seems applicable to your writing, you can spend time to read it more carefully while taking notes.



Reading and notetaking

Taking notes while you read for your assignment will help you make a record of all the useful information you find concerning the topic. Be sure to document the source you find information from, including full reference and page numbers. Also be sure to indicate if your notes on a particular source are direct quotes, an interpretation or your own thoughts on the reading you have done.



Planning text content

Once you have familiarised yourself with your topic area and have gathered sources, it will be time to start thinking about how you will structure your text. One way to start is to develop an outline. Determine what ideas or arguments you want to make in the text. Which are the main ideas, which are the supporting ideas, and how do they all connect together?



Write the text

Once you have decided the order in which you will present your thoughts and materials, you can start writing your text. If you find that you are lacking necessary literature or other materials needed to complete your writing task, you may need to continue to search for and read additional sources.

In order to practice academic honesty and independence in your writing, you will need to understand what is required and expected of your text. Before you start writing, you should analyse your assignment instructions in order to prepare. The example below demonstrates what to pay attention to when you analyse a set of assignment instructions.

Analysing Assignment Instructions



Step 1

Read the instructions

Here is an example of what assignment instructions may look like:

”The assignment is to write a short text (800–1000 words) that discusses the writing process based on the two books from our course literature (listed below) and one additional relevant source of your choice. The text must contain a comparative description of the contents of the two listed books and additional relevant source, a discussion on the importance of the writing process based on those three sources, and a conclusion summarising the main ideas of your discussion(s).

This written assignment will be assessed as pass/fail.

Literature List

Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*. The University of Michigan Press.

Björk, L., & Räisänen, C. (2001). *Academic Writing: A University Writing Course*. Studentlitteratur.

One additional source that is relevant to the subject area(s).”

Step 2

What will the text need to contain?

Read through the instructions carefully and mark the parts that indicate what is expected in your text.

”The assignment is to write a short text (800–1000 words) that discusses the writing process based on the two books from our course literature (listed below) and one additional relevant source of your choice. The text must contain a comparative description of the contents of the two listed books and additional relevant source, a discussion on the importance of the writing process based on those three sources, and a conclusion summarising the main ideas of your discussion(s).

This written assignment will be assessed as pass/fail.

Literature List

Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*. The University of Michigan Press.

Björk, L., & Räisänen, C. (2001). *Academic Writing: A University Writing Course*. Studentlitteratur.

One additional source that is relevant to the subject area(s).”

In order to complete the assignment you must discuss the writing process based on information from the two listed sources as well as an additional relevant source:

- **Describe and compare** how the contents of the three sources are related to the importance of the writing process.
- **Hold a discussion** about the importance of the writing process supported by ideas or information from the sources.

- **Draw a conclusion** based on what you have presented in your discussion.

Step 3

What is expected for the text?

Read for how you are expected to complete the assignment:

”The assignment is to write a short text (800–1000 words) that discusses the writing process based on the two books from our course literature (listed below) and one additional relevant source of your choice. The text must contain a comparative description of the contents of the two listed books and additional relevant source, a discussion on the importance of the writing process based on those three sources, and a conclusion summarising the main ideas of your discussion(s).

This written assignment will be assessed as pass/fail.

Literature List

Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*. The University of Michigan Press.

Björk, L., & Räisänen, C. (2001). *Academic Writing: A University Writing Course*. Studentlitteratur.

One additional source that is relevant to the subject area(s).”

In order to complete the assignment, you must:

- Compare the **contents of Swales and Feak (2012), Björk and Räisänen (2001), and an additional relevant source**, with respect to how they present the writing process.
- Discuss the importance of the writing process **based on your comparison of the three sources**.

- Draw a conclusion summarising the importance of the writing process **based on your discussion.**

Step 4

What format requirements are there?

Read the instructions for format requirements:

”The assignment is to write a short text (800–1000 words) that discusses the writing process based on the two books from our course literature (listed below) and one additional relevant source of your choice. The text must contain a comparative description of the contents of the two listed books and additional relevant source, a discussion on the importance of the writing process based on those three sources, and a conclusion summarising the main ideas of your discussion(s).

This written assignment will be assessed as pass/fail.

Literature List

Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*. The University of Michigan Press.

Björk, L., & Räisänen, C. (2001). *Academic Writing: A University Writing Course*. Studentlitteratur.

One additional source that is relevant to the subject area(s).”

The formal requirement listed for this assignment text involves a word limitation of between 800 and 1000 words.

Use the steps above to analyse the instructions you have been given for your current or upcoming writing assignment. They can be applied to many types of instructions to help you prepare your text.



Tip: The Unit for Academic Language at Gothenburg University offers supervision in reading and writing strategies. Read more on the Student Portal.

The Gothenburg University Library offers supervision in searching, finding and evaluating sources. Read more on the Student Portal or on the University Library website.



Click on the tabs below for suggestions on how to engage with these topics in your course.

Preparing to write —

- Discuss with students how reading is an important part of the writing process. This includes being able to search for relevant sources as well as developing an understanding of what academic text can look like:
 - Have a conversation concerning the difference between reading academic text and other types of text.
 - What is the purpose of the reading?
 - How do you read the text?

- Demonstrate the importance of acquiring pre-understanding of a text's content in order to gain deeper understanding by reading through and analysing text elements in order:
 - Title and table of contents
 - Headings and subheadings
 - Abstract, introduction and summary
 - Images, diagrams, figures and tables
 - The first sentence in each paragraph
 - Highlighted (italicised, bolded) words and concepts with their definitions
- Raising questions related to a text's contents that can help students read and understand it not as an isolated phenomenon, but instead as being a part of a wider context or area of interest. Examples of such questions are:
 - What do you think the text is about according to, for example, the title, headings, abstract, etc.?
 - What do you already know about the subject and the author?
 - Have you read any other texts on the same or similar topic(s) before? Which one(s)?
- Discuss with students the kinds of strategies typically employed when preparing for writing. Encourage students to reflect on and discuss their own writing strategies with their coursemates and other teachers. Teachers can, for example, explain how they:
 - Search for sources
 - Read within their topic area
 - Take notes when they read
 - Plan the content of their text

It is important for teachers to reflect on how their strategies have developed over time. Their experiences can help students consider and develop their own approaches, though students should also be encouraged to test out various strategies in order to find out what works best for them.

Explaining writing assignments —

- Talk with students about what is expected from their written text, and how they can structure their text appropriately to meet those expectations. Assignment instructions often include verbs that tell you what you are expected to do. For example; analysing, describing, discussing, drawing conclusions, problematising, reflecting, reasoning and summarising. Sometimes a verb can have a specific meaning in a particular context, therefore explicit understanding the meaning of these verbs is crucial as they indicate the requirements that need to be fulfilled in written assignment text. Teachers can further explore these concepts with your students:
 - Discuss what language and discourse elements are required of students' writing. The '[Search, Read and Write Guide](#)' contains a list of common academic language terms with their respective descriptions.
- Discuss with students how these discourse elements (verbs) often connect to one another in logical sequences, building upon descriptions or arguments established in earlier parts of the text. A typical order an author may employ would be to:
 - a. Describe a phenomenon
 - b. Analyse that phenomenon based on its description
 - c. Reflect on, reason for, problematise, or discuss the phenomenon based on a performed analysis or investigation
 - d. Draw conclusions based on reflections, reasoning, problematization, or discussion
- This structure can help teachers clarify writing assignment instructions. A majority of texts follow a specific structure with regards to linguistic and narrative elements and it can be helpful for assignment instructions to follow this narrative order. Additional resources for developing written assignment instructions are available at the [Unit for Academic Language \(ASK\)](#).

CONTINUE

Choosing Relevant Sources

RL Richard LaBontee



The purpose of this lesson is to introduce students to the concept of relevance in relation to academic writing supported by sources. Relevance is a central concept in information retrieval. Many students, however, find it difficult to determine what a relevant source for the given task might be. As such, this lesson focuses on strategies for finding patterns in the materials that students will use in preparing an assignment, and on how students can use those patterns to search for relevant sources.

Academic writing involves determining which sources will be relevant for your work. As a student, the sources you choose for a writing assignment may already be partially selected by your instructor. Often, your assignment will combine these pre-selected sources with sources that you search for yourself and deem relevant for the assignment. A relevant source is any source that is considered suitable or reasonable for the context in which they are being applied to. Examples of relevant sources commonly used in academic contexts might be textbooks, reports, scientific articles, or data sets.

Choosing Relevant Sources for your Written Assignment



Step 1

Which sources should be used in the assignment?

These are your assignment instructions:

”The assignment is to write a short text (800–1000 words) that discusses the writing process based on the two books from our course literature (listed below) and one additional relevant source of your choice. The text must contain a comparative description of the contents of the two listed books and additional relevant source, a discussion on the importance of the writing process based on those three sources, and a conclusion summarising the main ideas of your discussion(s).

This written assignment will be assessed as pass/fail.

Literature List

Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*. The University of Michigan Press.

Björk, L., & Räisänen, C. (2001). *Academic Writing: A University Writing Course*. Studentlitteratur.

One additional source that is relevant to the subject area(s).”

In this case, the sources required for use in this writing task are:

- **The two books** in the literature list, including all of the information required for a reader to search for these books in a library or bookstore.

- **An additional relevant source** for the assignment that discusses the importance of the writing process.

Step 2

Why are the two sources listed in the task instructions relevant for your assignment??

The two sources listed in the task instructions are:

"Literature List

Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*. The University of Michigan Press.

Björk, L., & Räisänen, C. (2001). *Academic Writing: A University Writing Course*. Studentlitteratur.”

The sources are relevant because:

- The authors are considered to be credible writers and researchers in the subject area of academic writing.
- The content of the sources is based on published research in the subject, including appropriate references and citations.
- The content of these sources can directly contribute to completing the writing assignment.

Step 3

How do you search for a relevant source yourself?

There are several ways to search for an additional relevant source:

- Start by looking in the literature list for the course that you are taking. For example, have the authors on the list written other articles or books on the subject?
- Look in the literature list for other sources of information, such as authorities or organisations that publish relevant information related to your task.
- Look for journals that have published the texts in your literature list. These can be a starting place to search for more articles or books that might be relevant to your assignment.

Step 4

How do you decide which relevant source to use in your assignment?

According to the assignment instructions, the source you choose to work with must help you to describe and discuss the importance of the writing process:

"The text must contain a comparative description of the contents of the two listed books and additional relevant source, a discussion on the importance of the writing process based on those three sources, and a conclusion summarising the main ideas of your discussion(s)."

From the relevant sources that you have found during your search, you will need to choose one that will apply directly to accomplishing what is stated in the assignment instructions.



Tip: The Gothenburg University Library can provide guidance in searching, discovering, and evaluating various sources. You can read more about their services on the Student Portal or on the University Library's website.



Click on the tabs below for suggestions on how to work with these

Searching for relevant sources —

With students, discuss the various types of sources that are relevant for the subject they are studying. Explain, for example, where each source in the course literature list has been chosen and recommended for reading. This can provide students the opportunity to learn which publications, journals, authors, researchers, organisations and other sources are integral to the subject area. In the following ways, this will support students to:

- Understand the function of information searching for research purposes
- Independently search for relevant research, information and data
- Analyse and evaluate a search result in relation to specific needs for knowledge

Consider how to be clear when writing your assignment instructions. Specify in the assignment instructions what type of sources are relevant, what types of publications are relevant, and which tools students should use to find such sources.

Examples of discussion questions:

- How and where has research been published in the area of study in question?
- What are relevant sources in the context of the assignment?
- Which search tools are appropriate for finding relevant sources as related to the assignment?

With support from the questions above, students can work towards developing understanding the complexity of information searching and learn that all information is not found in a single place, nor is always available.

There is more to read concerning how students' information searching development and assignment instructions on the [University Library's website](#).

CONTINUE

Summarising and Paraphrasing Sources



The purpose of this lesson is to help students understand the concepts of summarizing and paraphrasing, and how they are used in academic writing. For many students, it can be a challenge to determine which part of a source's content best fits into their own reasoning or argumentation. It is also a challenge to use paraphrasing in a way that the language used is sufficiently independent from the language used in the source text.

Now that you are familiar with your writing task and have selected and read the sources you will use in your text, you will need to consider how to bring those texts into your own writing. In an academic context, this is done using two approaches:

- To summarise, which is to integrate the main ideas of a source into your writing.
- To paraphrase, which is to rephrase the language of a particular part of that source into your writing.

By summarising and paraphrasing, you ensure that your text reflects your independent ideas and arguments, while bringing in thoughts and ideas from other sources.

Summarising and Paraphrasing —

In order to summarise or paraphrase, you must:

- Read the text you will use as a source.
- Take notes on your understanding of the content.
- Explore other sources in order to better understand the content, for example, to investigate the meaning of certain concepts.
- Compile the information that you will use.
- Phrase the information in a way that indicates your understanding of the source content.
- Reference the source clearly.

Citing Sources —

In your text, you can cite a source using either information-prominent or author-prominent citations.

An **information-prominent citation** provides a citation using parentheses or footnotes, outside the language of the text:

Writing can be viewed as not only a tool for testing student knowledge, but also as a tool for thinking that engages in processes of learning, understanding, and communicating thoughts and opinions (Björk & Räisänen, 2001).

An **author-prominent citation** provides the author's name in the language of the text itself:

Björk and Räisänen (2001) describe writing as not only a tool for testing student knowledge, but also as a tool for thinking that engages in processes of learning, understanding, and communicating thoughts and opinions.

The difference between these two styles of citation is in where the text draws the focus of the reader when referring to sources. Using information-prominent citations highlight the content of the source being referenced, helping the reader understand how it applies to the reasoning in your text. Using author-prominent citations highlight the owner of the source being referenced, placing focus on the reasoning used in the source itself.

The choice of using an information- or author-prominent citation depends on how you wish to present that particular source in narrative of your text, and whether you want to focus on the reasoning of the source, or in your own thinking.

Referencing Verbs —

When you refer to sources in your text while using author-prominent citations, you may use certain referencing verbs to introduce their work. Referencing verbs can be used to give the reader an indication of how you view the cited source, and how it ties into your reasoning.

Here is an example of using a referencing verb to introduce an author-prominent citation, in-text:

Björk and Räisänen (2001) **describe** writing as not only a tool for testing student knowledge, but also as a tool for thinking that engages in processes of learning, understanding, and communicating thoughts and opinions.

Keep in mind that different referencing verbs have different meanings, and signify different interpretations of a source materials. Through your choice of referencing verbs, you indicate to the reader your perspective on that work. For example:

- 'describe...', 'explain...', or 'write...' signal a neutral view on the work introduced.
- 'claim...' or 'suggest...' signal a view that distances itself from the work introduced.
- 'discover...' or 'conclude...' signal a view that focuses on the findings of the work introduced.

When summarising or paraphrasing sources, you must use your own phrasing to reproduce what someone else has written and integrate that into the reasoning of your own text. Imagine that you are working on an assignment concerning the importance of the writing process for developing your writing skills. You are using the book *Academic Writing* written by Lennart Björk and Christine Räisänen (2001, p. 16) and decide to use the following passage in your assignment:

"Writing involves the visualisation of thinking; you can actually see your thoughts on the paper in front of you. This means that when you visualise your thinking you can review (also in the literal sense of the word, "view again") your thinking, making reflection on and revision of your thinking easier. You can of course also do these things without writing: our point is simply that most of us find it easier and more effective to use the visual aid that writing offers for such processes."

How could the above passage be paraphrased in view of the writing assignment asking you to discuss the importance of the writing process for developing writing skills?

Remember to tie the information from the previous source back into the purpose of the text you are writing.

Here is a suggestion:

Though writing is not necessarily the only way to articulate our thinking, it can be an important way for many people to visualise their thought process and help them more effectively reflect on what they want to communicate through their writing (Björk & Räisänen, 2001). In this way, the process of writing down ones thoughts can act as a way to review what they know and how far they have come developing their writing skills.

When summarising or paraphrasing text from a source, you need to ensure that your phrasing will not misrepresent the content of that source. Simultaneously, you will need to ensure that the wording of your paraphrased text is not overly similar to the phrasing used in the source text. Below are examples of strategies that **you should avoid using** when paraphrasing text, as they will lead to writing that is insufficiently independent from its source material.

Strategies to avoid when paraphrasing



Step 1

Avoid simply exchanging some words

The passage below is taken from the book *Academic Writing* by Lennart Björk and Christine Räisänen (2001, p. 16):

"Writing promotes language development, and it is language that shapes and creates our knowledge. In an educational context this means that writing also becomes an essential learning tool."

Here is an example of only exchanging some words:

Writing aids in language development, and it is language that develops our knowledge. In an educational setting this means that writing also becomes an important studying device (Björk & Räisänen, 2001).

If you only replace some words with synonyms, you have not paraphrased the content of the text in your own words, or in an independent way.

Step 2

Avoid simply moving around sentences or parts of sentences

The passage below is taken from the book *Academic Writing* by Lennart Björk and Christine Räisänen (2001, p. 16):

"Writing promotes language development, and it is language that shapes and creates our knowledge. In an educational context this means that writing also becomes an essential learning tool."

Here is an example of moving around sentences or parts of sentences:

In an educational context writing becomes an essential learning tool. This is because it is language that shapes and creates our knowledge and writing promotes language development (Björk & Räisänen, 2001).

If you simply move around sentences or sentences parts from the original text, you will have not paraphrased the content of the text using your own words, or in an independent way.

Step 3

Avoid removing part of the text but keeping the rest

The passage below is taken from the book *Academic Writing* by Lennart Björk and Christine Räisänen (2001, p. 16):

"Writing promotes language development, and it is language that shapes and creates our knowledge. In an educational context this means that writing also becomes an essential learning tool."

Here is an example of removing part of the text but keeping the rest:

Writing promotes language development. In an educational context writing becomes an essential learning tool (Björk & Räisänen, 2001).

If you remove part of the text but keep the rest, you have not paraphrased the content of the text with your own words, or in an independent way.

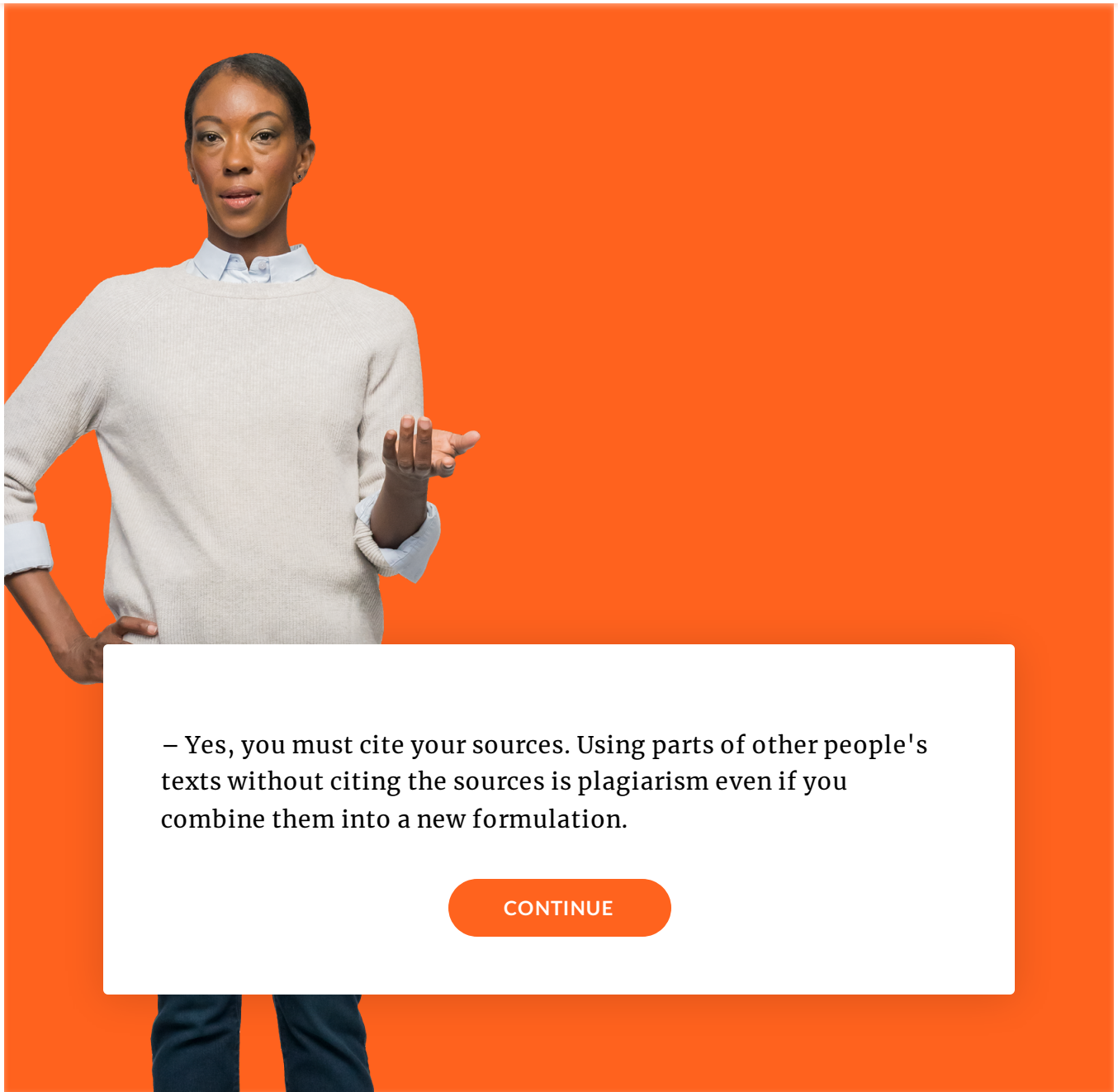
Any Questions?

– I am writing an assignment and have found several texts that I can use as sources. If I copy sections and combine them to make a new text, do I need to cite the original sources?

CONTINUE

Scene 1 Slide 1

Continue → Scene 1 Slide 2



– Yes, you must cite your sources. Using parts of other people's texts without citing the sources is plagiarism even if you combine them into a new formulation.

CONTINUE

Scene 1 Slide 2

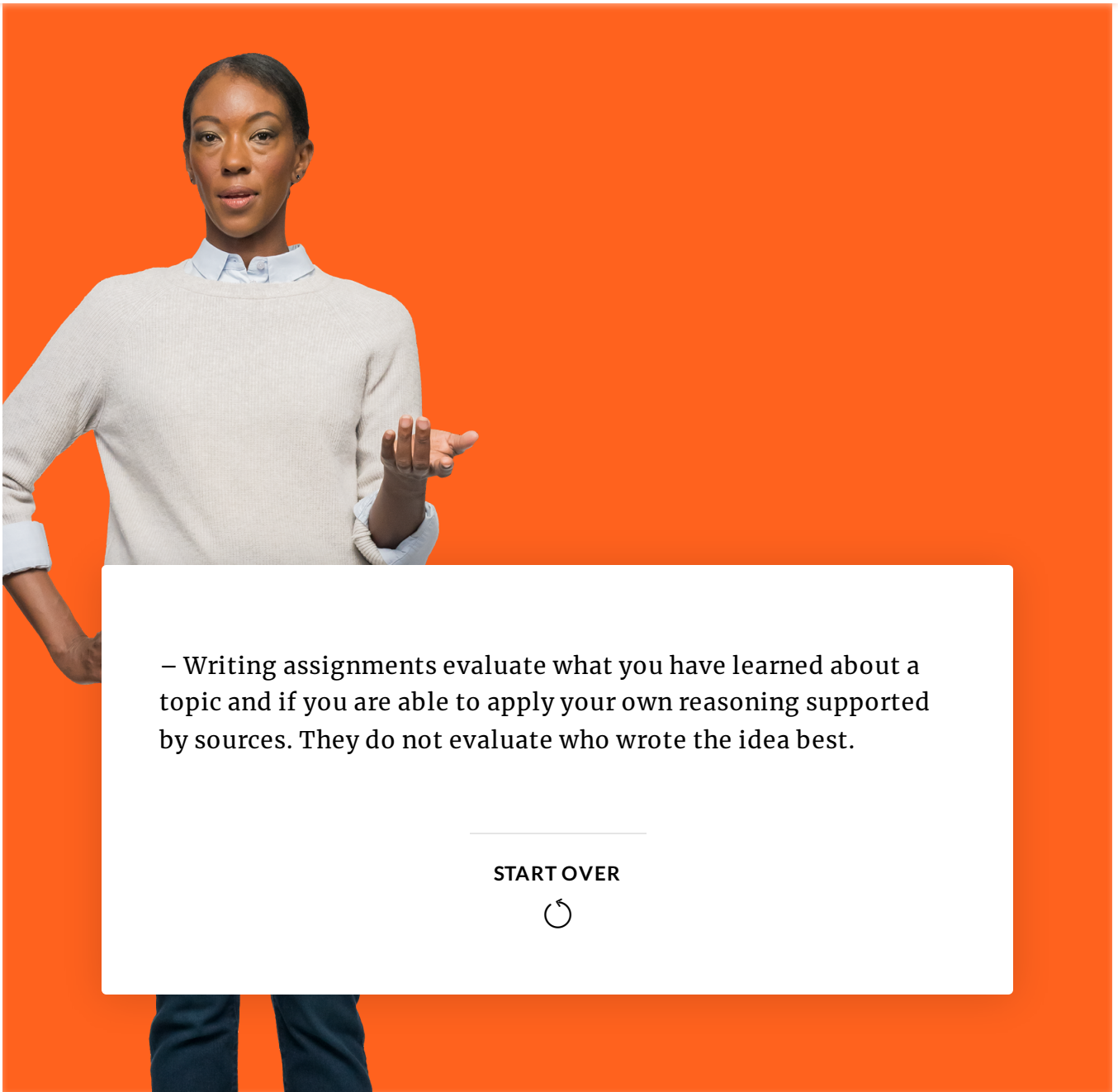
Continue → Next Slide

– Why do I need to paraphrase a source text when the original is so well-written and expresses exactly what I want to say in my text?

CONTINUE

Scene 2 Slide 1

Continue → Next Slide



– Writing assignments evaluate what you have learned about a topic and if you are able to apply your own reasoning supported by sources. They do not evaluate who wrote the idea best.

START OVER



Scene 2 Slide 2

Continue → End of Scenario



Tip: The Unit for Academic Language at the University of Gothenburg can provide guidance on how to appropriately use sources in your text. Read more in the Student Portal.



Click on the tabs below for suggestions on how to work with these topics in your course.

Summarizing a source —

Discuss with your students how to summarize the most important points of a text. A helpful model for developing skills in summarizing source information can be found in [Margaret Woodworth's \(1988\) rhetorical précis](#). Her method involves summarizing the most important points in a text by using four sentences that also situate the information in a context. The four steps for building this kind of summary are:

1. Naming the author of a work, the genre and title of the work, the date of the work in parentheses, a verb, and a that-clause that covers the central thesis of the work.
2. Explaining how the author develops and/or supports the thesis of the work.
3. Stating the author's purpose, followed by an 'in order' -phrase.
4. Describing the intended audience and/or relationship the author establishes with that audience.

The use of this method to develop a summary might look like this (Woodworth, 1988, p. 157-158):

Sheridan Baker, in his essay "Attitudes" (1966), asserts that writers' attitudes toward their subjects, their audiences, and themselves determine to a large extent the quality of their prose. Baker supports this assertion by showing examples of how inappropriate attitudes can make writing unclear, pompous, or boring, concluding that a good writer "will be respectful toward his audience, considerate toward his readers, and somehow amiable toward human failings" (58). His purpose is to make his readers aware of the dangers of negative attitudes in order to help

them become better writers. He establishes an informal relationship with his audience of college students who are interested in learning to write "with conviction" (55).

An extended description of the Rhetorical Précis with additional examples can be found in [Woodworth's \(1988\) article](#).

Sources in your own text —

Discuss with your students what function sources fulfill in their own texts. Students will have a variety of backgrounds in their understanding of how sources relate to their own writing. That said, it can be helpful for them to explicitly discuss how writing supported by sources operates in a university context.

Such discussions can be supported by readings that provide further examples and expand on the university context. For example, [Josefin Hellman and Anja Thorsten's \(2021\) article](#) concerning the development of students referencing skills might be a helpful starting point. In the study, the authors conclude that four critical aspects are both required and expected for students to understand and utilise in their use of sources during university studies. They must:

1. Understand that the content of the text can be separated from its form - that is, that the content of the source can be communicated in different ways than the original, using other formulations.
2. Understand that whole texts have an overall idea, i.e. the content of, for example, a short text must be understood in relation to the entirety of the work.
3. Understand that the content of the source must be viewed in relation to the idea driving one's own text - in other words, a writer must explain how a source is relevant to their text by, for example, comparing that source's content with the main ideas in their writing.
4. Understand that the sources a writer relies on places their text into specific scientific contexts - i.e. by writing with support from sources, a writer is participating in scientific conversations with those sources, and the choice of said sources positions that text in that area of inquiry.

CONTINUE

Quoting Sources



Note that students must learn the difference between citations and quotations, especially in English, as those words can be used differently in different areas. More on this in the lesson below.

The purpose of this lesson is to help students understand what citations are, how different forms of citations are used, and when to expect citations and quotation use in academic texts.

When writing academic texts, you will need to cite sources to support ideas or bring other works and voices into the text. One way to cite a source is to quote the language of the source verbatim. Quotations are usually used sparingly and only when a paraphrase or summary is insufficient. For example, you may want to quote a specific passage or text in order to discuss or challenge a specific claim that is particularly well-articulated in the source it comes from.

In order to clearly indicate to the reader that you are quoting text from another source, it is important to frame it as either a running quotation or a block quotation. Additionally, you must indicate the page number of any direct quotation you lift from another source when you cite it. This also applies for literal translations of text in other languages that you are quoting from other sources.

What is a running quotation? —

A running quotation is used to reproduce verbatim strings of words or sentences from a source. Running quotations are embedded in the language of a text and marked with quotation marks. The source of the quote is referenced in direct connection with the running quote and must always contain a page reference.

Here is an example of what text with running quotes might look like:

Björk and Räisänen (2001) believe that writing is an important process for developing both our linguistic and thinking abilities, and needs to be practiced. They state that, "writing promotes language development, and that is language that shapes and creates our knowledge" (Björk & Räisänen, 2021, p. 16). Seeing writing as a process that not only communicates one's knowledge, but also helps us engage in learning of content and linguistic skills can be a helpful perspective for students just starting university studies.

What is a block quotation? —

Block quotations are used to reproduce verbatim quotes that are generally longer than 40 words. In a text, block quotations are often formatted as their own paragraph with shorter lines, smaller text size, smaller line spacing, and without quotation marks. The source of the quote is referenced in direct connection with the block quote and must always contain a page reference.

Here is an example of what text with a block quote might look like:

Writing development is not only a matter of assessment, but also one of growing as a learner:

Your writing practice, your use of your writing ability, is from a longer perspective not simply a question of passing the next examination. It involves an in-depth engagement with the subjects you are studying, and it will help you learn. It also presents an opportunity for critical thinking, which, in turn, is crucial for your personal intellectual development.

(Björk & Räisänen, 2001, p. 16)

Seeing writing as a process that not only communicates ones knowledge, but also helps us engage in learning of content and linguistic skills can be a helpful perspective for students just starting university studies.

Any Questions?

– I am writing an assignment that I will submit for my course and found a good quote in English which I have translated into Swedish. I want to use the translation in my text. How should I cite this?

CONTINUE

Scene 1 Slide 1

Continue → Next Slide

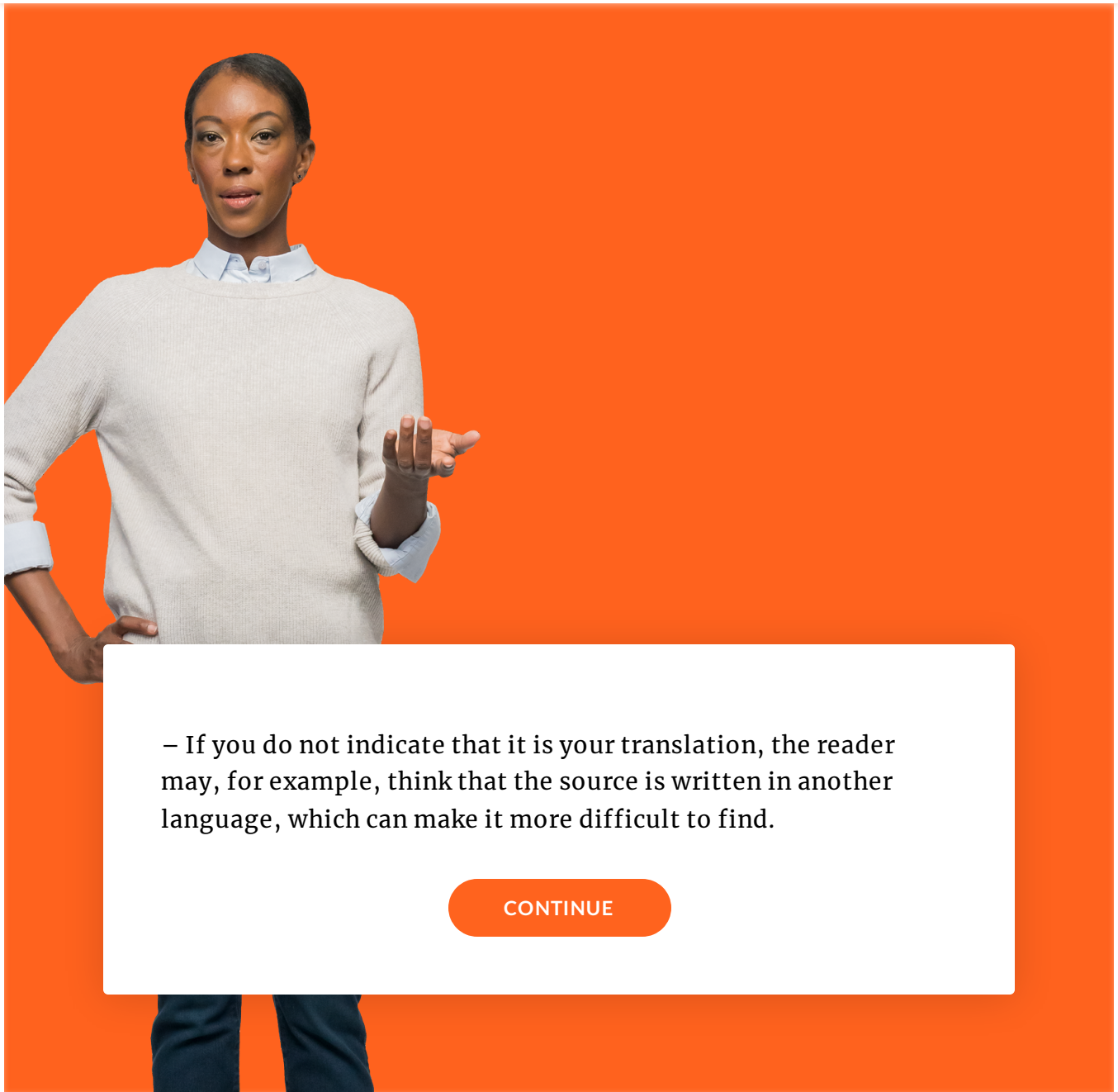


– You must cite the source using the format required for citations in the referencing style that you use. Mark the quote as a translation by adding, [own translation] after the quote.

CONTINUE

Scene 1 Slide 2

Continue → Next Slide



– If you do not indicate that it is your translation, the reader may, for example, think that the source is written in another language, which can make it more difficult to find.

CONTINUE

Scene 1 Slide 3

Continue → Next Slide

– I have a great quote from one of my sources but I can't remember exactly which source it was from. Can I just cite the source that I think it probably belongs to?

CONTINUE

Scene 2 Slide 1

Continue → Next Slide

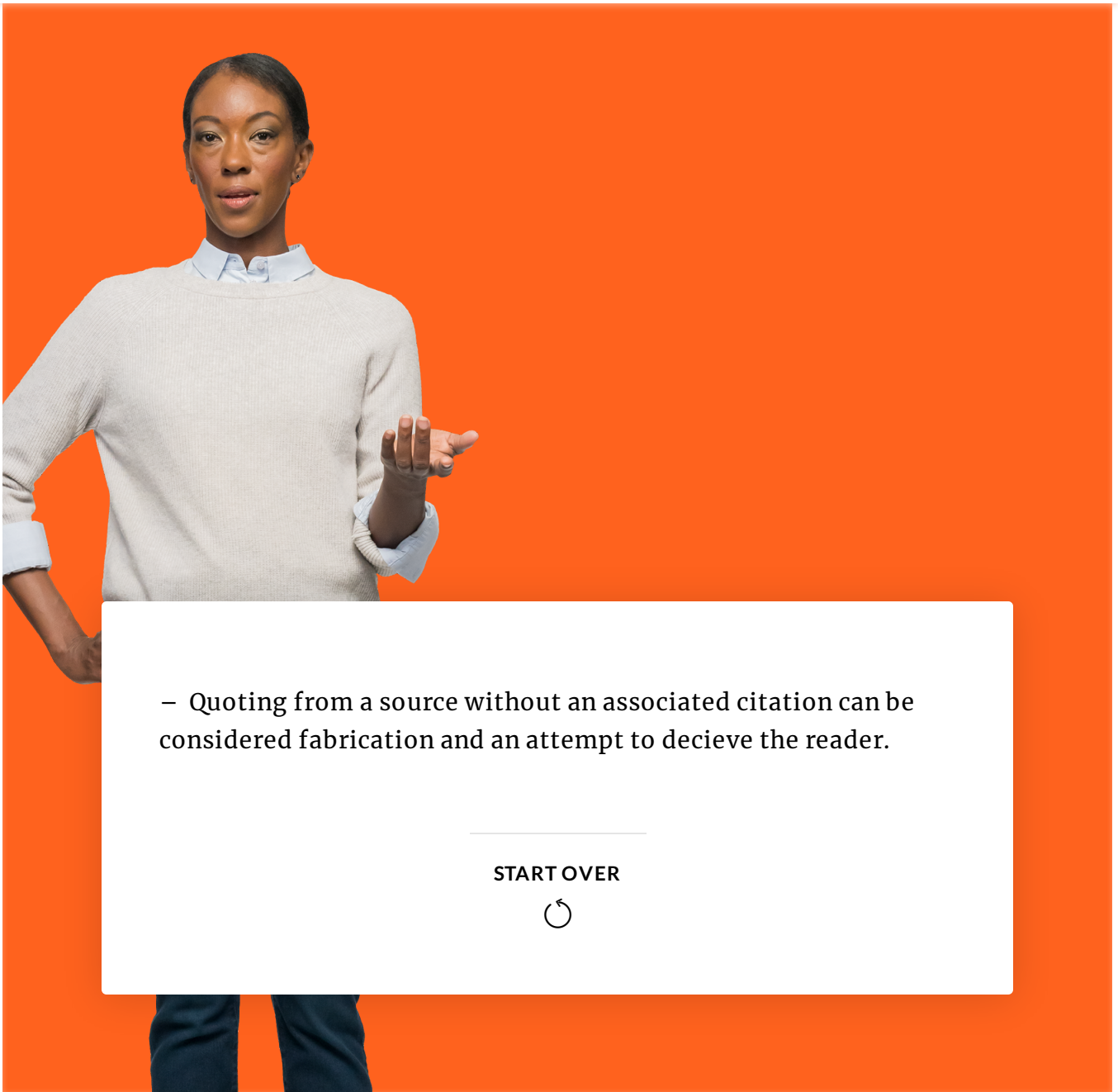


– No, if you are going to use a quote, you must know the source and cite that source correctly.

CONTINUE

Scene 2 Slide 2

Continue → Next Slide



– Quoting from a source without an associated citation can be considered fabrication and an attempt to deceive the reader.

START OVER



Scene 2 Slide 3

Continue → End of Scenario



Tip: The Unit for Academic Language at the University of Gothenburg can provide guidance on how to use quotations in your text. Find out more on the Student Portal.



Click on the tab below for suggestions on how to work with these issues in your course.

Quotation use in academic writing —

The use of quotations in academic writing can differ across types of texts and various subjects and areas of inquiry. To understand this, students must receive opportunities to explore and discuss typical examples of this with each other and their teacher. You can, for example:

- Choose texts from a subject area that students will engage in during their studies and ask them to note similarities and differences regarding the length and frequency of quotations. Also discuss the format of quotations (block or running), how referencing is designed, how quotations are introduced and followed up on, etc.
- Choose an article or passage from the course literature and discuss with students how the author uses quotations in their text and what function they fulfill in the text. For example, you can use the same method we have used in this resource regarding the function of citations in text (see *How is Academic Writing Characterized?*)
- Choose a text that employs quotations and citations and ask students to rewrite the quotation as a summary or paraphrase (see *Paraphrasing and Summarizing Sources*). Discuss with students how this revision impacts the text; for example, in relation to the purpose and argumentation of the text, what role the citations play in the text, or how clear the author's voice is in the text.

CONTINUE

Selecting a Reference Style



This lesson demonstrates that there are rules for how references are written in academic text and that their format depends on which referencing style is being used.

Supporting your writing using sources will commonly require the use of a uniform format, or a referencing style, for handling the use of citations in your text. There are a variety of reference styles that are used in different subject areas and are suited to the types of text that are most common in those areas.

It is important that you use a specific referencing style consistently while writing your text. The assignment instructions that you receive will often state which style you are expected to use for your referencing. If it is unclear which referencing style is expected for your assignment text, you should ask your teacher or supervisor for guidance.

Referencing styles can be divided into three main groups based on how citations are represented in the text: Using parentheses, numbering systems, or footnotes. In this resource, you have seen several examples of citations using parentheses.

APA, Harvard, Vancouver, and Oxford are all examples of common referencing styles in academic contexts. Style guides that describe the formatting rules for each referencing style are freely available online. There are also a range of computer

programs that can be used to document and organize information about the sources that you find when collecting materials for a writing assignment. Examples of these programs are Zotero and Endnote. These programs will often help you to correctly and consistently format citations in your running text, as well as help generate reference lists.



Tip: The Gothenburg University Library offers support for managing your referencing. Read more about their services in the Student Portal or on the University Library's website.



Click on the tabs below for suggestions on how to work with these issues in your course.

Expanding the discussion around reference styles —

Teachers must be clear about which referencing style and guide your students are expected to use in their academic writing. By referring to other scientific sources, researchers engage with the existing literature, question what has been done or found, and contribute to furthering the discussion within their subject area(s). Here are some questions to raise in class:

- How do referencing styles support critical thinking and scientific communication?
- Managing references in academic writing is a time-consuming process that requires accuracy and attention to detail. Why is this so important?
- What information is made visible through the use of different reference styles and what is the consequence of that?

It is important to explain that reference styles are updated regularly, and therefore require students (and teachers) to stay updated on the latest versions of the style. Be as clear as possible

when introducing assignment instructions so that students will understand which reference styles are expected to be used in their work, and why.

The university library has several different exercises that teachers can implement into courses that allow students to practice the concepts from the above lesson:

<https://www.ub.gu.se/en/services-and-support/instruction-in-information-searching-skills/library-instruction-in-courses-1>

CONTINUE

Exercise: Summary, Paraphrase, Quote

RL Richard LaBontee



Here, students put into practice what they have read about honesty and independence in academic writing. Following the exercises is a quiz that students must complete in order to continue on to the next part of the course.

Exercise 1: Instructions

Match the concepts with their corresponding definitions.



A part of a text reproduced verbatim from a referenced source.

Quotation



Integrating the main ideas of the content of a source into your own writing.

Summary



A punctuation mark that indicates the beginning and end of quoted text.

Quotation Marks



A quote that is characterized by indentation and smaller font size.

Block Quote



Words used to indicate that you are referring to someone else's work in your text.

Referencing Verb



Rephrasing the language of a source in order to incorporate its ideas into your text.

Paraphrase

SUBMIT

Exercise 2: Instructions

Decide whether the text marked in bold is a summary, a block quote, or a running quote.

Björk and Räisänen (2001) believe that developing writing is not only important for one's studies, but can benefit individuals in their learning and thinking: **"Writing practice involves an in-depth engagement with the subjects you are studying, and it will help you learn. It also presents an opportunity for critical thinking, which, in turn, is crucial for your personal intellectual development."** (Björk & Räisänen, 2001, p. 16). Taking Björk and Räisänen's perspective into account, it can be said that investing in writing practices will be useful not only for engaging in disciplinary content as a university student, but also helpful in extending one's communicative skills in the long-term.

- Summary
- Block Quote
- Running Quote

SUBMIT

Writing involves more than simply communication in university studies:

Writing [is a] thinking tool in the processes of, for instance, verbalising, discovering, understanding, and communicating ideas and emotions. Fundamental to this view [...] is the insight that writing promotes language development, and it is language that shapes and creates our knowledge. In an educational context this means that writing also becomes an essential learning tool. (Björk & Räisänen, 2001, p.16)

Björk and Räisänen see writing as a tool that can be used not only for communicating thoughts and ideas, but as a way of engaging with others ideas and use of language, which encourages developing our learning practices as well.

- Summary
- Block quote
- Running quote

SUBMIT

Björk and Räisänen believe that the purpose of writing in university studies should not be constrained to classroom assessment, but rather, considered to be an important tool used for both communication and learning (2001). Björk and Räisänen (2001) take this further, describing the role of writing in education as a way to visualise thinking, encouraging reflection and critical thinking. This view of writing expands how we can treat the writing process in university studies - focusing more explicitly on the writing process as a long-term skill to develop, and a tool to help us engage more deeply in content learning.

- Summary
- Block quote
- Running Quote

SUBMIT

Exercise 3: Instructions

Decide which of the following paraphrase of the text selection is most appropriately phrased.

We do know that the ice cover has been highly variable on multi-millennial time scales (a subject we will return to) but judging from the many failed attempts to conquer the passages through the Arctic over the last several centuries, the present state and rate of change of the ice cover might very well be exceptional in terms of more recent history.

Källa: Stranne, C. (2012). *Studies of the Arctic Ocean sea ice cover and hydrothermal heat fluxes*. [Doctoral thesis, Gothenburg University].

Page: 10



It is well established that the Arctic ice cover has been highly over a multi-millennial time-scale. On the other hand, a different picture emerges when taking into account the many expeditions in recent centuries that have failed to conquer the Arctic due to the ice. It seems to be the case that the present state and rate of change of the ice cover might very well be exceptional from how it appeared in more recent history (Stranne, 2012).

According to Stranne (2012), we do know that the ice cover has been highly variable on multi-

- millennial time scales. However, judging from the many failed attempts to conquer the passages through the Arctic over the last several centuries, the present state and rate of change of the ice cover might very well be exceptional in terms of more recent history.

- Many expeditions that have tried to cross the Arctic have failed, perhaps indicating that the ice cover, at least in recent centuries, has been considerably more extensive than it is today (Stranne, 2021). In other words, the Arctic situation today could indicate a significant deviation from how the ice cover looked in more recent centuries.

SUBMIT

Exercise 4: Instructions

Decide which of the quotes below is cited correctly.

As a general rule, a good summary requires balancing what the original author is saying with the writer's own focus. Generally speaking, a summary must at once be true to what the original author says while also emphasizing those aspects of what the author says that interest you, the writer.

Source: Graff, G., Birkenstein, C., and Durst, R. (2017) *They Say / I Say*. Norton & Company Inc, New York.

Page: 31.

"As a general rule, a good summary requires balancing what the original author is saying with the writer's own focus. Generally speaking, a summary must at once be true to what the original author says while also emphasizing those aspects of what the author says that interest you, the writer." (Graff, Birkenstein & Durst, 2017, p. 31)

As a general rule, a good summary requires balancing what the original author is saying with the writer's own focus. Generally speaking, a summary must at once be true to what the original author says while also emphasizing those aspects of what the author says that interest you, the writer. (Graff, Birkenstein & Durst, 2017, p. 31)

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"As a general rule, a good summary requires balancing what the original author is saying with the writer's own focus. Generally speaking, a summary must at once be true to what the original

author says while also emphasizing those aspects of what the author says that interest you, the writer."

SUBMIT



Consider using the questions in this exercise as starting point for an in-depth discussion with students on honest and independent writing.

CONTINUE

Lesson 15 of 16

Quiz: Supporting Writing with Sources

 RL Richard LaBontee

Test out your new knowledge in a quiz. To pass the course, you need to answer all questions correctly. You may retake the quiz as many times as needed.

Question

01/07

When do you have to cite sources? Select one or more options

When you use a quote.

When you reference someone else's work.

When you use or reproduce someone else's tables, models or images.

Question

02/07

When you write with support from sources, you need to cite them. Which of the following alternatives are examples of correct citation practices:

- Copying a passage verbatim from a source without citing the source.
- Reproducing a passage verbatim as a block quotation with in-text citation, as well as including the source in your reference list.
- Using a passage you have translated from another language without citing the original source.
- Summarising the contents of a source or paraphrasing the language of a source while using an appropriate citation.

Question

03/07

In the paragraph below, the information in the first sentence comes from the work of Bloomström and Wennerberg. The information in the second sentence comes from the work of Dysthe et al. Why is it incorrect to cite the source in the following way:

Writing is culturally conditioned and governed by the context we find ourselves in. When students write an academic text, they need to take the cultures of different subject areas into account. Writing patterns for how academic text should be designed can therefore differ between faculties at the same university (Blomström & Wennerberg, 2021; Dysthe et al., 2011).

- If the passage contains a compilation of information from several sources, each source must be located in separate parentheses at the end of the passage.
- If the passage contains a compilation of information from several sources, you must attribute the correct source to its corresponding information.

Question

04/07

Is it plagiarising to paraphrase a passage from a source by swapping out some of the original words, even if the citation is used correctly?

- No, it isn't plagiarism.
- Yes, it is plagiarism.

Question

05/07

Is it plagiarising to paraphrase a passage from a source by leaving out one or two sentences, while putting different sentences in a different order, even if there is a correct citation?

- Yes, it is plagiarism.
- No, it isn't plagiarism.

Question

06/07

Which of the following search strategies are useful for finding relevant sources related to a writing assignment?

- Performing a Google search and choosing the first three hits.
- Using the sources that your instructor has provided in the assignment instructions.
- Looking through the reference list for your course work for other relevant sources of information, such as organisations that are relevant to your assignment.

Question

07/07

When supporting your writing with sources, it is important to use a consistent referencing style. How do you know which referencing style to use for your writing assignment?

- I use the referencing style my instructor has told me to use.
- I use the referencing style that appears most in the course literature because it seems to be most common for my subject.
- I use the referencing style that I think looks the nicest.
- I use my own referencing style. As long as I am consistent in its use, it works well.

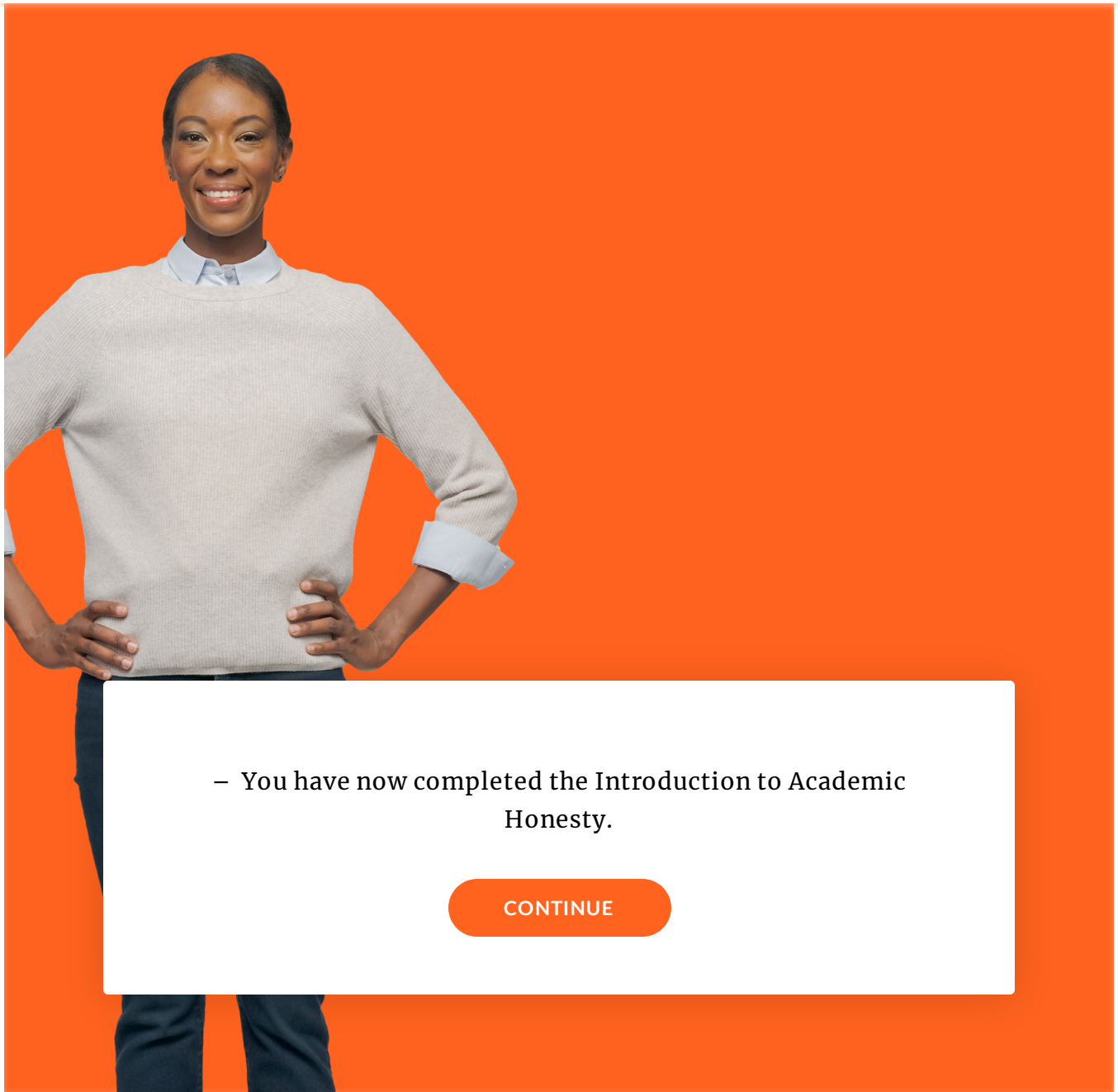
You made it!

 Richard LaBontee



The course is now complete. Your students can see this part when they have successfully passed every question on both quizzes. Only when this is completed will your students receive the 'green tick' for finishing the task, "Introduction to Academic Honesty" under the Assessment section of Canvas.

As a teacher or course responsible, if you wish to learn more about the content covered in the course, leave us feedback on the course, or wish to discuss further how this content can be integrated into your course or program, please feel free to [CONTACT](#) us.

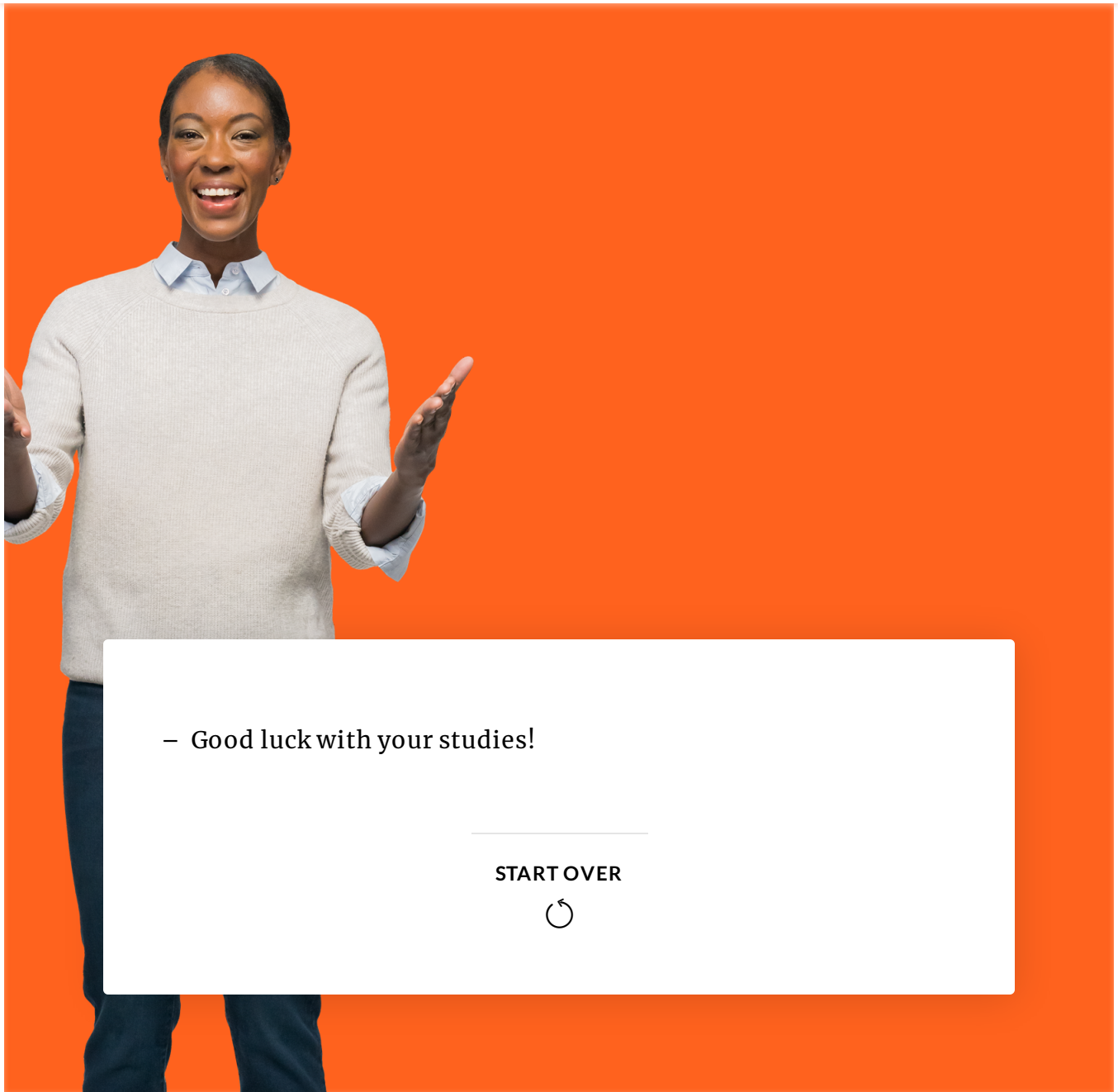


– You have now completed the Introduction to Academic Honesty.

CONTINUE

Scene 1 Slide 1

Continue → Next Slide



– Good luck with your studies!

START OVER



Scene 1 Slide 2

Continue → End of Scenario



If you have questions about academic writing, you can go to the digital resource, "To Search, Read and Write" available in the Student Portal. You can also contact the Unit for Academic Language and the University Library.