

Writing and Citing:

Challenges of writing a graduate thesis

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Session Objectives

- Provide information on developing a positive relationship with your thesis advisor
- Discuss the thesis writing process and issues
- Discuss research strategies
- Review how to appropriately integrate research into your thesis/literature review.
- Review how to properly document sources

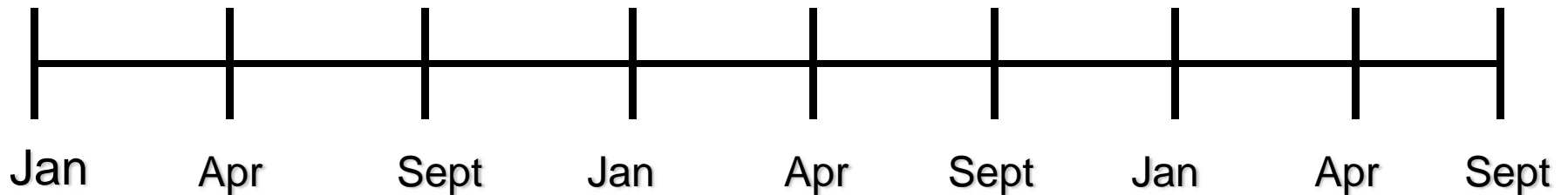
Communicating with your advisor

- Create a timeline and discuss
- Schedule and then plan for meetings
- Do not avoid contact
- Submit chapters with a memo

Timeline Example

Created by Dr. Dean Kriellaars, Medical Rehabilitation U of M

Student _____ Date _____ Plan _____



A- Student Applic.

F-Student Presentation

K-Grant Application

B-Thesis Proposal

G-Thesis Write-up

L-Thesis Distribution

C-Thesis Defense

H-Student Away

M-Course

D- Data Collection

I-Advisor Away

N –Literature Review

E-Data Analysis

J-Abstract Due

O-Figure Preparation⁴

Writing Strategies (Chandler, 1995)

What writing strategy best characterizes your approach?

- Architectural**
- Bricklaying**
- Oil Painting**
- Water colour**
- Mixed**

Writing

- Is a **process**
- Involves **integration** and **synthesis** of your own and others' ideas and work
- Is developmental, often requiring many revisions
- Demands accurate **citing**
- * The creation of a **timeline** and having **reasonable expectations** of yourself and your committee facilitates the writing process

Writer's Block

- The importance of “free writing”
- Begin *anywhere*
- Write quickly and without stopping to correct errors
- Create diagram or other schematic
- For a tricky sentence or paragraph, write different versions and then select the best one rather than deleting and rewriting

Writer's Block - other hints

- Create deadlines by scheduling meetings with your advisor
- Break thesis writing down into smaller, more manageable tasks
- Give up striving for perfection in your writing; remember, writing is a process.

Literature Research Strategies

- Be **Systematic** in your Search
 - Create a table to keep track of your searches
 - Use consistent labels and terms
- Use a **Research Log**
 - Traditional or online
- Develop a **Filing System**
 - Organize by themes or by chapter
- Be **Exhaustive** in your Search

Creating an outline for search

1. List the topics that you are interested as they occur to you. Don't worry about order.
2. Then, get rid of the topics that don't relate, and add new ones that now seem relevant
3. Organize the list so that the topics flow and a structure is created. Often a working thesis statement will help this process.

(Glatthorn, 1998)

Tracking searches

- Search table (Glatthorn, 1998)
- Research log
- *Refworks*
- *Reference Manager*
- *Endnote*

Sample Research Log entry

1. EconLit
2. November 7, 2005
3. <http://www.elsevier.com.proxy2.lib.umanitoba.ca/homepage/sae/econbase/pubec>
4. Supply side, economics, Canada
5. Unemployment insurance, Canadian, UI increases
6. Lemieux, T. & MacLeod, W.B. (2000). Supply side hysteresis: the case of the Canadian unemployment insurance system. *Journal of Public Economics*, 78, 139-170.
7. This is a great case study and the research supports my thesis. Pay close attention to authors' point about UI increases.

When is it **Mine**, **Theirs** or **Ours**?

- **Original ideas/methods**
- **Other authors**
 - introducing others' work
 - acknowledging others' work
 - validating/increasing credibility
- **Common knowledge**

Integrating & Responding to Research

- What is the author saying?
 - Look at the article's
 - Thesis
 - Major topics (reasons)
 - Language
 - What are the implications
 - And it's relationship to other research
- Check to ensure that you are not misrepresenting information

Know the difference between...

- **Quoting:** When you quote you copy exactly what the author has said. It is imperative that you indicate that you are quoting by using “quotes.”
- **Summary.** When you summarize you are presenting a concise explanation of a book or article’s main ideas.
- **Paraphrase:** When you paraphrase you use other people’s research and/or ideas, but you present that research or those ideas in your own words.

When to Quote?

- To provide evidence
- To reproduce a way of presenting information that is distinct from your own style
 - Should be used sparingly and only when absolutely necessary.
- To add authority to your argument
 - Works particularly well with primary sources
- Most research should be reported using summary and paraphrase.

Summarizing

- When you summarize you are presenting a concise explanation of a book or article's main ideas.
- A summary can be brief or more complex depending on how you are using it.
- For example, you might be noting other research in passing (brief) or explaining a theory in detail (complex).
- Summaries can also be problematic if they leave out important details and or implications.

Librarians have a vested interest in both graduate and professional student retention and information literacy. The successful graduate student is able to see beyond the present, is ambitious and desires to make a significant contribution to a chosen profession (Cooke, Sims & Pevrefitte, 1989; Globetti, Globetti & Smith, 1991; Stein & Weidman, 1995). Graduate students are using library resources to do research, trying to adjust to departmental politics, planning their academic program, and acclimating to the campus culture (Cooke, Sims & Pevrefitte, 1989; Hodgson & Simoni, 1995). Additionally, recent research has found that graduate students in the humanities take longer to graduate and graduate at a lower rate than do science graduate students. Minorities share the same characteristics and also may feel isolated from students in the majority (Hodgson & Simoni, 1995). According to Howard Adams, minorities are apprehensive about the competitive nature of graduate school and may have misgivings about the racial climate (Adams, 1993).(9)

This is excerpted **and adapted to match APA format** from Washington-Hoagland C. & Clougherty, L. (2002). Identifying the Resource and Service Needs of Graduate and Professional Students. *portal: Libraries and the Academy* 2(1), 125-143.

How to Summarize: Exercise

“Because interior space is so limited, RVers spend a lot of time outdoors and include the area where the rig is parked as part of their home or dwelling space. Interior space is private; most socializing occurs in the external space adjacent to the RV: in lawn chairs under an awning, at a picnic table or on the Astroturf ‘lawn’ in front of the rig. The notion that one’s home or dwelling includes the out-of-doors is well known cross-culturally” (Count & Count, 1994, p. 177 quoted in Giltrow, 2002, pp. 137-139).

Primary text example taken from Giltrow’s (2002) *Academic Writing*.

Low Order

RVers will set up tables, chairs, rugs and an awning outside their RV to show that this space is theirs. The inside of the RV is private and not shared with outsiders, much like a bedroom.

vs. High Order

Individuals will construct a social space or place-identity, even when they are in public or semi-public spaces. Counts and Counts (1994) note that RVers will use rugs, awning, tables, flags, and signs to designate a that a space is theirs even though they do not own the land they are on (cited in Giltrow, 2002).

Research tip

- Summaries are an excellent way to test whether you've understood an article or chapter.
- They also help you figure out how useful that source material will be for your research.
- Summaries can be used in
 - Research Log
 - In the column of the article you are reading
 - In your outline

Paraphrase

When you paraphrase you present other people's ideas, theories and data in your own words. Paraphrasing focuses on a smaller section (usually a paragraph or a couple sentences) of text.

Paraphrasing...

- **is not plagiarism** if done properly!
- is a **very important** part of writing a paper.

However:

- you must not re-create the original text in word or in style.
- paraphrasing, even though you are using your own words, **must** be properly referenced.

Paraphrasing Example

http://www.wisc.edu/writing/Handbook/QPA_paraphrase.html

Citing or Referencing

- The writing process often takes center stage initially, but attending to proper referencing techniques as you begin to write is equally important
- References should not be the last step to paper writing!!!

Inappropriate References

- Any use - large or small - of another's words, ideas, methods, and/or findings, that are not correctly attributed to the original author is an inappropriate use of a reference
- Any attempt to reference a work that is not cited in the text is an inappropriate reference
- Any manipulation of a reference with the intention of altering the original finding or message of the author is an inappropriate reference

Referencing Styles

- American Psychological Association (APA)
- Modern Language Association (MLA)
- Canadian Biological Editors (CBE)
- IEEE
- Vancouver Style (aka Uniform Requirements style)
www.icmje.org
- The Chicago Manual of Style
- Turabian Style

- Journal's own style (consult the "note to contributors" section)

Two Step Process

(1) In-text citations

- Quotes, paraphrases and summaries
- Tables, graphs, and diagrams
- Unpublished work
- Personal communications

(2) Reference List

- Must only include references referred to in the text
- Must completely match the in-text references
- Is a compulsory part of proper referencing

Common Elements of an In-Text Citation

- Referenced within text of thesis alphabetically by first author's last name or by order of mention
- Identified by using either:
 - Footnote or endnote
 - ^{superscript} 1 or (1)
 - Parenthetical notation
 - author, year (Smith, 2001)
 - numerical (1) or [1]

Common elements in an Internet reference

- author(s)/organization
- date published/posted/updated
- title of article/web page
- title of journal/web site
- volume (month & issue)
- date accessed/retrieved
- URL

Online Reference Examples

Canadian Intellectual Property Office (2001, June 27).
Frequently asked questions: Glossary of Intellectual Property terms. Retrieved July 12, 2002, from:
http://strategis.gc.ca/sc_mrksv/cipo/help/glos-e.html#

Perlman, C. , Weston, C. , & Gisel. E. (2005). A web-based tutorial to enhance student learning of activity analysis [Electronic version]. *The Canadian Journal of Occupational Therapy*, 27(3), 153-163.

Mehra, S. (2003, January-February). Internet plagiarism: The next generation of cheaters. *Higher Learning - Technology Serving Education*. Retrieved November 7, 2005 from http://hl.teachmag.com/higher_learning_backissues.asp

Tips

- Be organized from the start
- Be systematic and consistent
- Be thorough - better to be safe than sorry
- Know the rules of your department, faculty, and the university
- Follow examples from reputable journals
- Follow examples from quality theses in department
- **Avoid using secondary sources- go to original source**
- Leave it out if you can't verify it
- Ask! Ask! Ask!

Resources

- Your Advisor/Supervisor
- Members of your Department
- Libraries, Reference Librarian
- Learning Assistance Centre
- Student Advocacy office
- Thesis
- Your Department's Supplementary Regulations
- *See handout for more resources*

Online Resources

Virtual Learning Commons

www.umanitoba.ca/virtualllearningcommons

RefWorks (access through Libraries website)

<http://www.refworks.com.proxy2.lib.umanitoba.ca/Refworks/login.asp?WNCLang=false>

Thesis Guidelines (Faculty of Graduate Studies)

http://umanitoba.ca/faculties/graduate_studies/registration/137.htm

References

Center for Academic Integrity (1999, October). *The fundamental values of academic integrity*. [Brochure]. Duke University, Durham, NC: Author.

Chandler, D. (1995). *Writing Strategies*. Retrieved November 1, 2005, from University of Wales, Aberystwyth, MCS Web site: <http://www.aber.ac.uk/media/Documents/short/strats.html>

Giltrow, J. (2002). *Academic writing: Writing & reading in the disciplines*. (3rd ed.). Peterborough: broadview press.

Glatthorn, A. A. (1998). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.