Writing at the Graduate Level
Academic Learning Centre
TRADITIONAL TERRITORIES
ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.
ALL Good Writing

• Provides clear and accurate content
• Integrates and cites sources correctly
• Provides clear organization with a coherent flow
• Is concise and grammatically correct
• Fits the context of the written work and adheres to formatting requirements
<table>
<thead>
<tr>
<th>Good Undergraduate Writing</th>
<th>Good Graduate Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is mechanically correct</td>
<td>Is mechanically skillful</td>
</tr>
<tr>
<td>Is concise</td>
<td>Is concise though also nuanced</td>
</tr>
<tr>
<td>Is clear though not necessarily engaging</td>
<td>Is engaging, stylish, and interesting; the writer’s own voice is evident</td>
</tr>
<tr>
<td>May or may not demonstrate new ideas</td>
<td>Explores a topic or research question in an original way</td>
</tr>
<tr>
<td>Includes sources when required</td>
<td>Demonstrates extensive research and expertly integrates sources</td>
</tr>
<tr>
<td>Uses transition words</td>
<td>Has a strong organizational frame</td>
</tr>
<tr>
<td>Follows a reasonable, logical organizational structure</td>
<td>The paper moves from point to point in the way the writer wants the audience’s thoughts to move; structure grows out of content</td>
</tr>
<tr>
<td>Is written for a general audience or for an instructor</td>
<td>Is written for a professional audience</td>
</tr>
<tr>
<td>Will, with revision, be presentable at an undergraduate conference or in a general-interest publication</td>
<td>Will, with revision, be publishable in a professional journal or presentable at a conference</td>
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</tbody>
</table>


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Depression affects over 20% of adolescents. It is a disorder that disturbs their mood, causes a loss of interest or pleasure in activities they should enjoy, and makes them irritable. It has been concluded that several things are thought to be correlated with depression in adolescents. Some examples include, a failure to individuate, insecure attachments, and negative parental representations (Milne & Lancaster, 2017; Olsson et al., 2019). In the present paper, the role attachment plays in adolescent depression is investigated. It is hypothesized that insecurely attached adolescents, (ambivalent or avoidant), will display higher levels of depression related symptoms than securely attached adolescents. The following five literature reviews attempt to demonstrate and support the hypothesis.
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Despite recent reports that the crime rate has decreased, even among juveniles (Federal Bureau of Investigation, 2015), the general public has the impression that violence is rampant. Until very recently, the study of fear of criminal victimization, and the subsequent discussion of causes of this fear, had been limited to adults (see Hale, 2011). However, there has been an effort to expand fear of crime research to adolescent populations (May, 2017; May & Dunaway, 2016a, 2016b). This initial work suggests that though adolescent and adult fear of crime share many of the same predictors, there are still some significant differences as to which factors contribute to fear of crime. This is particularly true in the areas of race and class, which appear to predict fear of criminal victimization in a much more consistent way among adults than among adolescents (May, 2017).

Using a sample of 318 adolescent males incarcerated by the Department of Corrections from a Midwestern state, the present study borrows further from the fields of delinquency theory and developmental psychology to assess the relationship between adolescent fear of crime and two known insulators from delinquency: parental attachment and parental supervision.
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Content

• Complexity of ideas

• Critical and original analysis
Research (Depth & Breadth)

• Identify scholars and schools of thought
• Summarize past and current research
• Engage critically with existing scholarship
• Use sources judiciously
• Integrate sources smoothly
Clear Organization

• State purpose and describe plan
• Connect the ideas
• Use headings effectively
• Maintain an appropriate focus
• Create and use an outline
Clear Organization

1. Introduction
   a. The specific topic and background (literature)
   b. Justification and organizational points
   c. Objectives of the study

2. Materials and Methods
   a. Materials and location of the experiment
   b. Procedures and processes
   c. Data collection and analysis
   d. Statistical evaluations

3. Results and Discussion
   a. Synopsis of results
   b. Presentation of data (tables, figures, and supporting text)
   c. Discussion of significance, application, and relationship to other studies

4. Conclusions
Writing Style

Concise writing:

• Be direct
• Eliminate wordiness

Clarity:

• Correct usage
• Consistency
<table>
<thead>
<tr>
<th>Wordy</th>
<th>Concise</th>
</tr>
</thead>
<tbody>
<tr>
<td>absolutely essential</td>
<td>essential</td>
</tr>
<tr>
<td>at this time</td>
<td>now</td>
</tr>
<tr>
<td>due to the fact that</td>
<td>because</td>
</tr>
<tr>
<td>few in number</td>
<td>few</td>
</tr>
<tr>
<td>in order to</td>
<td>to</td>
</tr>
<tr>
<td>it should be noted that</td>
<td>OMIT</td>
</tr>
<tr>
<td>not different</td>
<td>similar</td>
</tr>
<tr>
<td>the creation of</td>
<td>creating</td>
</tr>
</tbody>
</table>
Clarity

We should not write so that it is possible for readers to misunderstand us, but so that it is impossible for them to misunderstand us.

--Quintilian (Marcus Fabius Quintilianus), rhetorician (c. 35-100)
Avoid Vague Usage

❌ It was a good analysis.

✅ The analysis addressed three major concerns...
Avoid Overgeneralization / Absolute Language

✗ Deer mice never eat insects.

 ✓ Deer mice are not known to eat insects.
Avoid Incorrect Usage

• Their / There / They’re
• Two / Too / To
• Cheap / Economical / Inexpensive
• Between / Among
• Humankind / People / Individuals
  • NOT man or mankind
Avoid Biased Language

- Be aware of and sensitive to:
  - Pronoun use
  - Labels
  - Capitalization

|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Be Consistent

- Edit carefully for consistency
  - Figure, figure, Fig, fig, Fig., fig., Figure, figure, Fig, fig, Fig., or fig.?
- Capitalization, hyphens, numbers
Citing and Referencing

- Follow appropriate style guidelines meticulously
  - Modern Language Association (MLA)
  - American Psychological Association (APA)
  - Chicago Manual of Style (Chicago N&B or A-D)
  - The Institute of Electrical and Electronics Engineers (IEEE)
- Journal Citation Styles

https://libguides.lib.umanitoba.ca/c.php?g=708446&p=5053558#
Resources

• Good English dictionary

• Good grammar book
  
  • See, https://writing.utoronto.ca/books/style-language-use-grammar/

• A guide for writing by and about Indigenous Peoples:

• Library Citation style guides:
  https://libguides.lib.umanitoba.ca/c.php?q=708446&p=5053558#
Academic Learning Centre Services

- Workshops and Presentations
- Supplemental instruction (SI)
- One-to-One tutoring
- Tutor training program
- Website resources

academic_learning@umanitoba.ca
204-480-1481
References


Workshop Survey

Your feedback is valuable!

Please consider responding to this quick online survey.