

# Writing at the Graduate Level

Academic Learning Centre

Presented by Emily Maggiacomo



**University  
of Manitoba**

Good Undergraduate Writing	Good Graduate Writing
Is mechanically <b>correct</b>	Is mechanically <b>skillful</b>
Is <b>concise</b>	Is concise though <b>also nuanced</b>
Is <b>clear</b> though not necessarily engaging	Is engaging, stylish, and interesting; the writer's <b>own voice</b> is evident
May or may not demonstrate new ideas	Explores a topic or research question in an <b>original</b> way
Includes <b>sources</b> when required	Demonstrates <b>extensive research</b> and expertly integrates sources
Uses <b>transition words</b>	Has a strong <b>organizational frame</b>
Follows a reasonable, logical organizational structure	The paper moves from point to point in the way the writer wants the audience's thoughts to move; <b>structure grows out of content</b>
Is written for a <b>general audience</b> or for an instructor	Is written for a <b>professional audience</b>
Will, with revision, be presentable at an undergraduate conference or in a general-interest publication	Will, with revision, be <b>publishable</b> in a professional journal or presentable at a conference

Adapted and used with permission from Head, E. (2019). Fundamentals of graduate student writing [PowerPoint slides]. The Academic Success Centre, Writing Aids, Liberty University. [https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/2019/04/Fundamentals\\_of\\_Grad\\_Std\\_Writing\\_Counseling.pdf](https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/2019/04/Fundamentals_of_Grad_Std_Writing_Counseling.pdf)

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.

Sentence 1

Depression affects over 20% of adolescents.

## Sentence 2

It is a disorder that disturbs their mood, causes a loss of interest or pleasure in activities they should enjoy, and makes them irritable.

## Sentence 3 and 4

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).

## Sentence 5

In the present paper, the role attachment plays in adolescent depression is investigated.

## Sentence 6

It is hypothesized that insecurely attached adolescents, (ambivalent or avoidant), will display higher levels of depression related symptoms than securely attached adolescents.



Sentence 7

The following five literature reviews attempt to demonstrate and support the hypothesis.

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.

## Sentence 1

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.

## Sentence 2 and 3

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).

## Sentence 4 and 5

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).

## Sentence 6: Part 1

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 ...**

## Sentence 6: Part 2

... to assess the relationship between **adolescent fear of crime** and two known insulators from delinquency: parental attachment and parental supervision.

# 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

<b>Wordy</b>	<b>Concise</b>
absolutely essential	essential
at this time	now
due to the fact that	because
few in number	few
in order to	to
it should be noted that	OMIT
not different	similar
the creation of	creating

# Clarity

We should not write so that it is possible for readers to understand 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

APA	<i>Publication manual of the American Psychological Association : the official guide to APA style.</i> (Seventh edition.). (2020). Chapter 5 Bias-Free Language Guidelines (pp. 130-149). American Psychological Association.
CMOS	<i>Chicago manual of style.</i> (Seventeenth edition). (2017). 5. Grammar and Usage (Sections 5.251-5.255). The University of Chicago Press.
AMA	Frey, T. & Young, R. K. (2020). 11.0 Correct and Preferred Usage. In S.L. Christiansen (Ed.), <i>AMA manual of style: a guide for authors and editors</i> (11th edition.). Oxford University Press.
MLA	<i>MLA handbook</i> (Ninth edition.). (2021). 3.0–3.7: Principles of Inclusive Language. The Modern Language Association of America.

# 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:  
<https://indigenoustourism.ca/wp-content/uploads/2020/01/19-12-Style-Guide-Media-Version-v8-1.pdf>
- Library Citation style guides:  
<https://libguides.lib.umanitoba.ca/c.php?g=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](mailto:academic_learning@umanitoba.ca)  
204-480-1481

# FGS GradSTEPS Workshops

## Writing at the Graduate Level

Friday, January 12, 2:00 – 3:00 pm

306 Tier

## Citing Sources: Why, When, and How

Friday, January 26, 2:00 – 3:00 pm

306 Tier

## Integrating Sources: Summary, Paraphrase, and Quotations

Friday, February 9, 2:00 – 3:00 pm

306 Tier

## Thesis: Structure and Organization

Friday, March 1, 2:00 – 3:30 pm

306 Tier

## Writing a Literature Review

Friday, March 15, 2:00 – 3:30 pm

306 Tier

**Register on FGS's webpage**

<https://umanitoba.ca/graduate-studies/student-experience/graduate-student-workshops>

# References

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- Hacker, D., & Sommers, N. (2018). *A Canadian writer's reference* (7th ed.). Bedford/St. Martin's.
- Head, E. (2019). *Fundamentals of graduate student writing* [PowerPoint slides]. The Academic Success Centre, Writing Aids, Liberty University. [https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/2019/04/Fundamentals\\_of\\_Grad\\_Std\\_Writing\\_Counseling.pdf](https://www.liberty.edu/casas/academic-success-center/wp-content/uploads/sites/28/2019/04/Fundamentals_of_Grad_Std_Writing_Counseling.pdf)
- Holtom, D., & Fisher, E. (2014). *Enjoy writing your science thesis or dissertation!* Imperial College Press.
- Matthews, J., & Matthews, R. (2014). *Successful scientific writing: A step-by-step guide for the biological and medical sciences* (4th ed.). Cambridge University Press.  
<https://doi.org/10.1017/CBO9781107587915>
- May, D. C., Vartanian, L. R., & Virgo, K. (2002). The impact of parental attachment and supervision on fear of crime among adolescent males. *Adolescence*, 37(146), 267-287.



# Workshop Survey

**Your  
feedback  
is valuable!**

Please  
consider  
responding to  
this quick  
online survey.





**University  
of Manitoba**