

Writing at the Graduate Level

Charlotte Moore, Academic Learning Centre



**University
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Traditional Territories Acknowledgement

The University of Manitoba campuses are located on original lands of Anishinaabeg, Ininiwak, Anisininewuk, Dakota Oyate and Denesuline, and on the National Homeland of the Red River Métis.

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.



What makes good writing?



ALL Good Writing...

- Provides clear and accurate **content**
- Integrates and **cites sources** correctly
- Provides **clear organization** with a **coherent flow**
- Fits the **context** of the written work
- Adheres to **formatting** requirements
- Is **concise** and **grammatically correct**



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

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Undergraduate Writing Sample

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.

- Starting statistic to grab readers' attention
- No citation



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.

- Defines a key term



Sentences 3-4

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).

- Establishes the topic within a larger context
- Provides multiple sources to synthesize information



Sentence 5

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

- States the essay's main objective



Sentence 6

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

- Thesis statement



Sentence 7

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

- Describes methodology



Graduate Writing Sample

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.

- Identifies a problem (juvenile crime)
- Establishes the research significance
- Includes citation



Sentences 2-3

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).

- Discusses research (historical and present)
- More sophisticated approach to the research context
- More nuanced



Sentences 4-5

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).

- Reveals conclusions
- Summarizes findings



Sentence 6, pt. 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** ...

- Describes research methodology (new ideas)
- Establishes theoretical foundations



Sentence 6, pt. 2

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

- Narrowed focus
- More nuanced



Key Differences

- Content
- Research (depth and breadth)
- Organization
- Writing style



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 carefully and thoughtfully
- Integrate sources smoothly



Clear Organization

- State purpose and describe plan
- Connect ideas effectively (clear flow)
- Use headings effectively
- Maintain an appropriate focus
- Create and use an outline



Writing Style

- Concise writing
 - Be direct
 - Eliminate wordiness
- Clarity
 - Correct usage
 - Consistency



Because of the complexities of graduate writing, the writing process is even more important.





Understand the purpose

Create a schedule

Find and systematically manage relevant sources

Formulate a thesis statement

Outline your paper

Write a rough draft

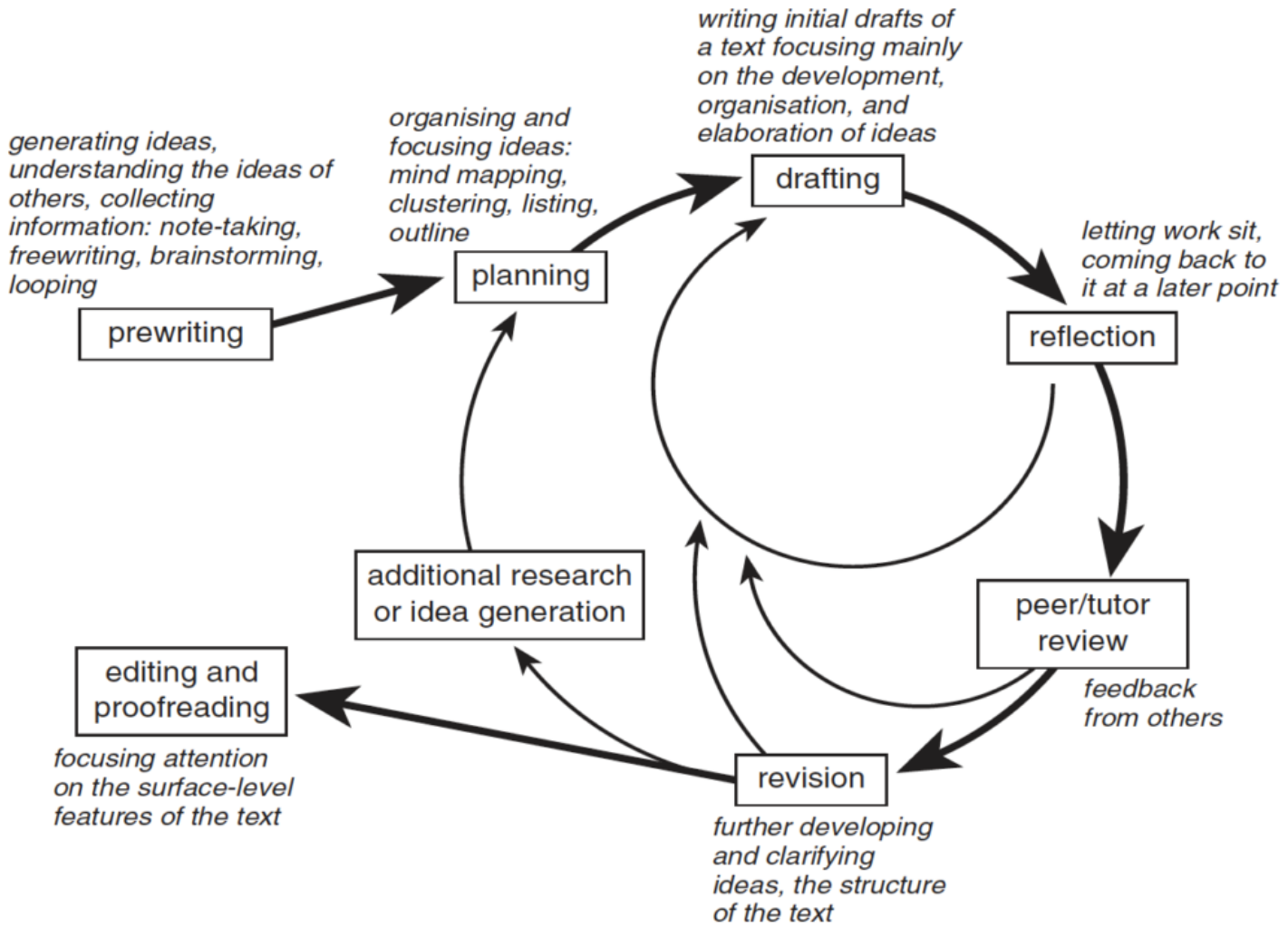
Revise

Edit

Stages of the Writing Process



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However, the writing process is iterative and non-linear.

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Resources

umanitoba.ca



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Academic Learning Centre Services

- One-to-one tutoring (writing and study skills)
- Support from an EAL specialist
- Online videos and tips sheets (writing and study skills)
- Workshops





Home / Student supports / Academic supports / Academic Learning Centre

Academic Learning Centre

The Academic Learning Centre serves graduate and undergraduate, full and part-time students at UM. Make an appointment with a writing or study-skills tutor or sign up for one of our many workshops, all at no charge.

Go directly to...

Academic Learning Centre

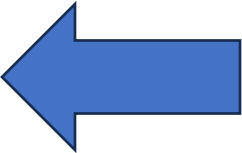
- Tutoring and group study sessions
- Support for learning remotely
- Academic Skills Workshops
- Resources for faculty and staff

Academic Learning Centre services

We help you strengthen your writing, studying and research skills.

- Individual tutoring
- Workshops
- Group study sessions (select courses)
- Tip sheets
- Videos
- English as an Additional Language resources

Make an appointment with a tutor



How do I make an appointment?

Visit the Academic Learning Centre webpage.

Click the "Make an appointment with a tutor" button.



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Academic Skills Workshop Series

- Creating a Study Schedule (January 9)
- Preparing for Midterms (January 29)
- Getting Started on Your Writing (January 30)
- Finding, Evaluating, and Citing Sources (February 5)
- Academic Integrity and Artificial Intelligence (February 13)
- Integrating Sources: Quoting, Paraphrasing, and Summarizing (February 27)
- Revising, Editing, and Proofreading (March 6)
- Preventing Procrastination (March 13)
- Preparing for Finals (March 25)

<https://umanitoba.ca/student-supports/academic-supports/academic-learning/academic-success-workshops>

Visit the webpage to

REGISTER



FGS GradSteps Workshops

- Writing at the Graduate Level (January 15)
- Citing Sources: Why, When, and How (January 29)
- Integrating Sources: Summary, Paraphrase, and Quotations (February 12)
- Thesis: Structure and Organization (February 26)
- Managing Overwhelm and Procrastination for Busy Grad Students (March 12)
- Writing a Literature Review (March 26)

Register on the FGS webpage

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



5 Things about UM libraries

Start here: umanitoba.ca/libraries

Want to know what UM Libraries can do for you?
Check out these five things about UM Libraries.



Workshop Survey

Please complete this brief survey. We appreciate your feedback!

<https://forms.office.com/r/EVfGtQyZdC>





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