Lecture Two
Academic Reading for Postgraduates:
School of Informatics

English Language Education

2019-2020

By the end of today's lecture, you will

- have begun to understand the relationship between academic reading and writing

- have begun to develop an understanding of how (and why!) to incorporate the work of others into your own writing.

- have begun to understand how to paraphrase, summarise and synthesise your sources.

- have developed understanding of the formatting conventions of citations and reference lists and the importance of following those conventions.

So…

You can read, right?

Reading will be strongly connected to your writing. Most of what you write will be linked to what you read. You will need to:

- Make notes on what you read;

- Paraphrase, summarise and synthesise what you read;

- Cite what you read;

- Comment on and evaluate what you read;

- Compare what you read;

- Use what you read to support your own writing;

- Differentiate your views from those of the texts you read.

Dealing with sources: why are sources important?

1   Read the following text. Highlight the sources used.

2   How did you distinguish the author's voice from the source?

3   Whose voice is more important: that of the writer or the source?

4   Why have the writers used their sources where they have?

In the computer science literature, privacy refers broadly to collection, maintenance, disclosure, and control of, and access to, information about individuals.[11] It is helpful to note that in many other fields privacy refers more narrowly to safe data collection (data input), whereas confidentiality refers to safe information disclosure (data output).[3] Kenneth Prewitt, former director of the US Census Bureau, states that, privacy is akin to "don't ask" and confidentiality is akin to "don't tell." Some security technologies are applicable to both, and others are specific to only one purpose.

Accidental or purposeful misuse of social genome data has the potential to cause harm to individuals. In addition, privacy and confidentiality breaches can lead to legal consequences, especially in government and research settings. Thus, privacy and confidentiality protection is critical to the success of population informatics research. Protecting privacy and confidentiality in secondary data analysis is complex and requires a holistic approach involving technology, statistics, governance, and a shift in culture of information accountability through transparency rather than secrecy. Information accountability focuses on monitoring use of sensitive data to hold users of that data accountable for any misuse.[12] For example, protection of financial credit history data is mainly based on information accountability, where all parties know who used what information for what purposes with strict laws to hold them all accountable.

Governance models also play an important role in maximizing protection. Helen Nissenbaum provides a practical legal framework for privacy protection of personal information referred to as contextual integrity—that is, privacy protection depends on the context and the expected norms of protection given a particular situation.[13] From a technical standpoint, these privacy standards result in policy requirements on digital data about who has access to which data, for what purpose, and how the data should be maintained. The most relevant question for population informatics research is, "What are the expected norms of ethical conduct for doing research with person-level data in a given society?" Each country must start a discourse on the ethics of data analysis that draws on personal data.

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References

3. S. Fienberg, "Confidentiality, Privacy and Disclosure Limitation," Encyclopedia of Social Measurement, Academic Press, 2005, pp. 463–469.

11. K. Prewitt, "Why It Matters to Distinguish between Privacy and Confidentiality," J. Privacy and Confidentiality, vol. 3, no. 2, 2011, article 3.

12. D.J. Weitzner et al., "Information Accountability," Comm. ACM, vol. 51, no. 6, 2008, pp. 82–87.

13. H. Nissenbaum, "Privacy as Contextual Integrity," Washington Law Rev., vol. 79, no. 1, 2004, pp. 19–158.

Introducing your source: a choice

'The way a writer refers to other sources varies somewhat across different disciplines. In some cases, where the individual author is important, the author's name will be the main subject of the sentence; in other cases, the author's name may only be mentioned in brackets (…) or via a number notation system (e.g. footnotes and endnotes). The 'author as subject' style is less common in the empirical disciplines (sciences) and more commonly used in the humanities. Different referencing systems are used in different disciplines'.

http://www.phrasebank.manchester.ac.uk/referring-to-sources/. Accessed 18/09/18

Why do academic writers use sources?

- In the UK HE system, lecturers are interested in YOUR argument (sometimes called 'voice').

- You must use the literature (sources) to support the points you raise.

Task

Look again at our informatics text:

Do you think the author's voice is clear?

In the computer science literature, privacy refers broadly to collection, maintenance, disclosure, and control of, and access to, information about individuals.[11] It is helpful to note that in many other fields privacy refers more narrowly to safe data collection (data input), whereas confidentiality refers to safe information disclosure (data output).[3] Kenneth Prewitt, former director of the US Census Bureau, states that, privacy is akin to "don't ask" and confidentiality is akin to "don't tell." Some security technologies are applicable to both, and others are specific to only one purpose.

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Discuss with a partner

- What makes a good source?

- Where are you going to look for sources?

Evaluating Electronic Resources

Criteria for evaluating internet sites and other electronic resources include:

- Who is the author?
- How current is the information?
- What sort of content is there? *Be aware that commercial interests and some politically-motivated sites may not present a balanced view.*
- Check which audience the information is aimed at.

Where to find sources

Discuss with a partner

Start with DiscoverEd /& Google Scholar

https://discovered.ed.ac.uk/primo-explore/search?vid=44UOE_VU2

Use your databases e.g. IEEE, Scopus, Web of Science

Where to find sources

Discuss with a partner

Is it OK to use Wikipedia as a source?

Plagiarise or paraphrase?

Which of the eleven cases below do you think would be regarded as plagiarism?

1. Changing some of the words and sentences in a text, but keeping the overall structure of the text and the vocabulary the same as in the original text.
2. Taking some short fixed phrases from several different sources and putting them together with some of your own words.
3. Copying a paragraph directly from the source with no changes.
4. Copying a paragraph making only small changes - for example, replacing some words with ones with similar meanings.
5. Copying out an article from a journal, website or textbook, and submitting it as your assignment.
6. Cutting and pasting a paragraph: using the sentences of the original, but putting one or two in a different order, and leaving one or two out.
7. Paraphrasing a paragraph: rewriting the paragraph but changing the language, organisation and detail, and giving your own examples.
8. Quoting a paragraph by placing it in quotation marks and acknowledging the source.
9. Rewriting a passage from a source and presenting it as your own work.
10. Taking just one phrase from a text, because it is very well expressed.
11. Using another author's organisation and way of arguing.

Examples of Plagiarism

1. Using sentences or phrases from the original without quoting and citing source

2. When paraphrasing or summarising, not changing the words and structure <u>enough</u> from the original

3. Changing the language but not citing the source

4. Collaborating with other people on what is supposed to be individual work (collusion)

5. Copying the work of another student

6. Paying an outside agency or person to write your assignment

Read this text:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes (Lester, 1976: 46-47).

Which of these below is:

1. **a legitimate paraphrase;**   2. **an acceptable summary;**   3. **plagiarised?**

A Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes (Lester 1976).

B In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 1976).

C Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 1976).

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes (Lester, 1976: 46-47).

A legitimate paraphrase:

(1B) In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 1976).

An acceptable summary:

(2C) Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 1976).

A plagiarized version:

(3A) Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes (Lester 1976).

http://owl.english.purdue.edu/owl/resource/619/01/

Synthesising or integrating sources into your text

Remember the sources are there to support YOUR argument.

Do not provide a shopping list!
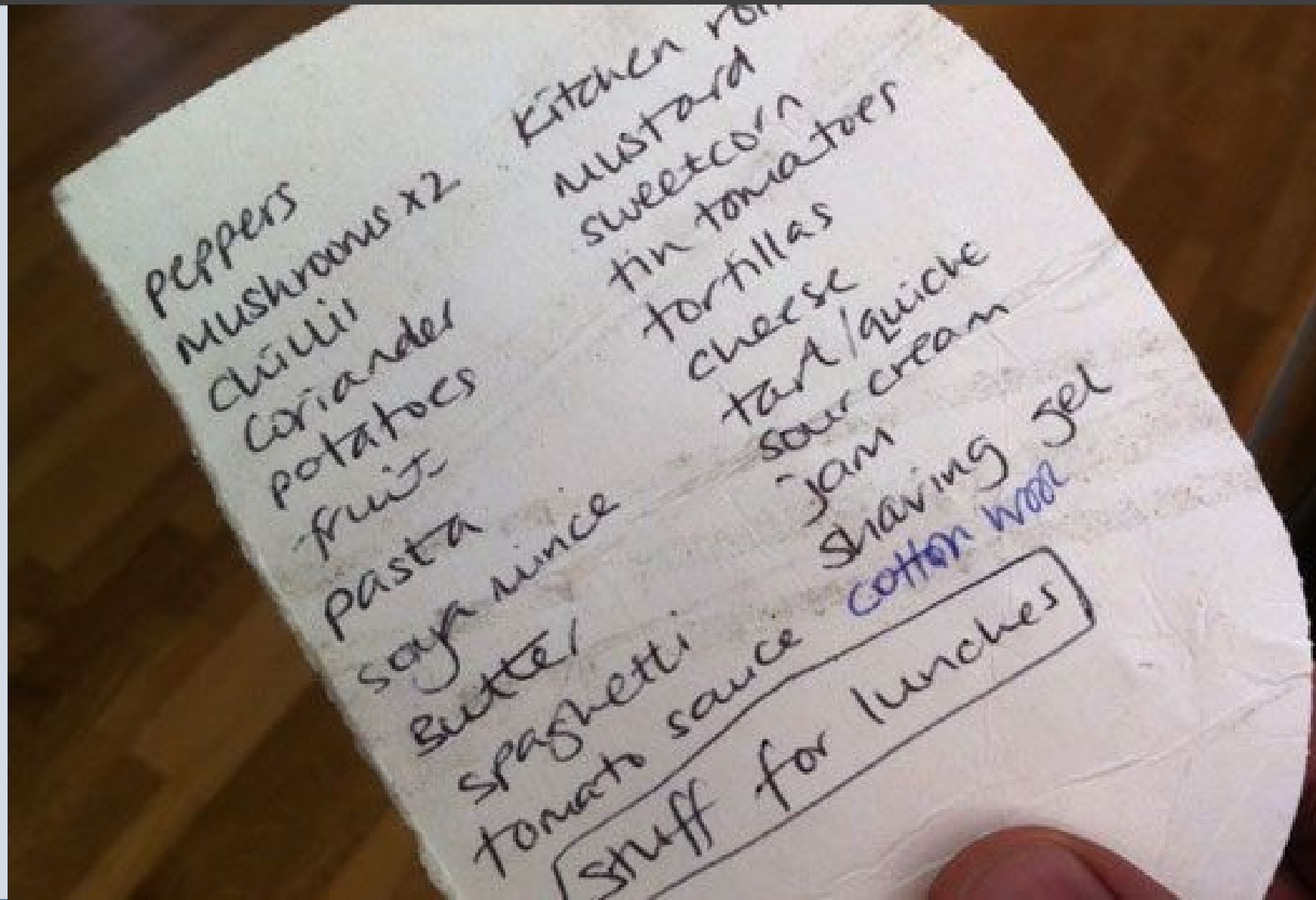
What is wrong with the following?

- Gabrenya, Latane & Wang (1981) and Albanese & Van Fleet (1985) note that as group sizes increase there is a tendency for the effort put in by the group to be less than the average effort put in by individuals engaged on the same task separately. Albanese & Van Fleet (1985) report on the 'free-rider problem', where the collective nature of the 'contract' obscures the fact of one member failing to honour their part of the contract. Gabrenya, Latane & Wang (1981, p180) discuss the phenomenon of 'social loafing' and typically define it as "one where everyone puts in a little less".

- https://unilearning.uow.edu.au/academic/4bi.html. Last accessed 26/09/18.

What's the difference here?

- One phenomenon that can impact greatly on the effectiveness of groups is that as group sizes increase there is a tendency for the effort put in by the group to be less than the average effort put in by individuals engaged on the same task separately (Gabrenya, Latane & Wang 1981; Albanese & Van Fleet 1985). The phenomenon has been described using various terms. Writers influenced by industrial economics describe it as the 'free-rider problem', where the collective nature of the 'contract' obscures the fact of one member failing to honour their part of the contract (Albanese & Van Fleet 1985, p230). Writers who are organisational psychologists tend to label the phenomenon as 'social loafing' and typically define it as "one where everyone puts in a little less" (Gabrenya, Latane & Wang 1981, p120). Whatever the terminology used to describe this phenomenon, it is one that is problematic for groups.

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Make your voice clear! Why are you using these sources?

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The Steps when Summarising a source

These steps have been jumbled up…

(a) Write the summary from your notes, re-organising the structure if needed.

(b) Make notes of the key points, rephrasing where possible.

(c) Read the original text carefully and check any new or difficult vocabulary.

(d) Mark the key points by underlining or highlighting.

(e) Check the summary to ensure it is accurate and nothing important has been changed or lost.

Referencing

2 parts:

- **In-text citation**

and

- **The end-reference list.**

Possible Referencing Systems

Author-date styles

APA - Chicago - MLA

Notational styles

ACS - Footnote - IEEE - Legal - Vancouver

How can I manage my references?
Reference management software like EndNote will help you to organise and style references that you use.
Read our handy guide to EndNote Referencing Software.

Creating the reference list

- "Computing in Transition: The Origins of Barcelona's School of Informatics, 1976–1984." *IEEE Annals of the History of Computing* 36, no. 1 (2014): 18-29.

IEEE Style uses a notational method of referencing when referring to a source of information in the text of a document.

Text   Ref #

The packaging of components in self-contained functional units facilitates maintenance [1].

[Ref #]   Author,   Title,

[1] E.C. Ebeling, *An Introduction to Reliability and Maintainability Engineering*,
2nd ed. Long Grove, IL: Waveland Press, 2010.

Edition.   Place of Publication: Publisher, Year.
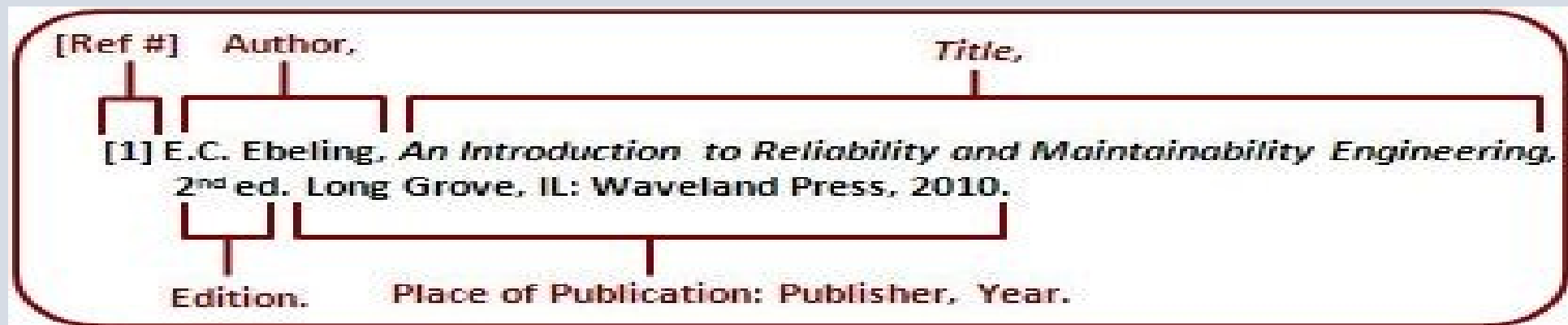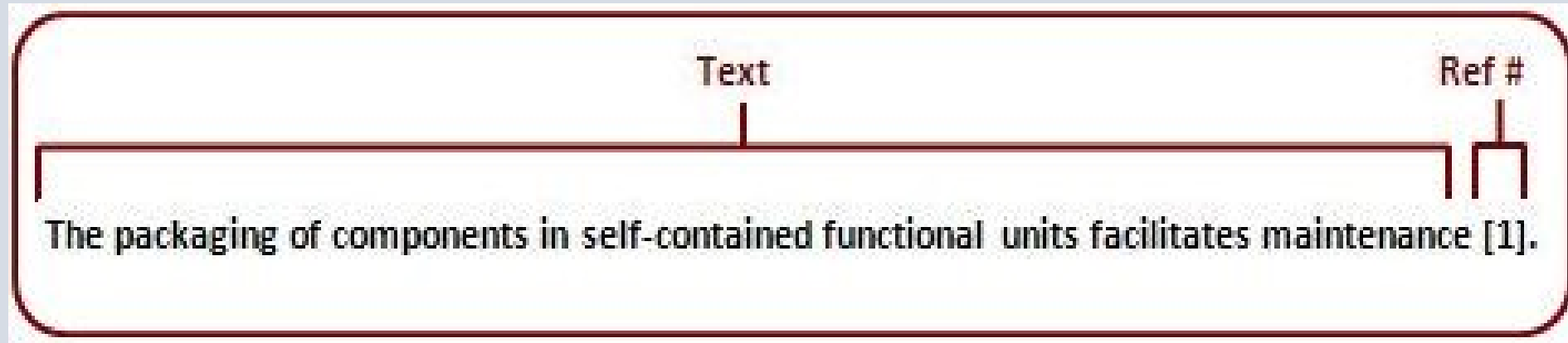
IEEE referencing an Article

[#] A. A. Author of article. "Title of article," *Title of Journal*, vol. #, no. #, pp. page number/s, Month year.

Referencing an electronic resource

- References for electronic documents begin with the same information that would be provided for a printed source.
- Additional information must be provided (depending on the type of electronic publication) to correctly identify that you accessed the document in an electronic format.
- An electronic publication could be an internet site, an email, a journal article published on the internet, or a journal article retrieved from a full text database.
- Some documents are published in both paper and electronic formats. Please cite according to the format you accessed.
- Be aware that pagination may not be specified for many online publications. The number of the starting page can be included in your citation if it is given, and/or the number of pages in the document. For example: p. 7+ or (5 pp.) .

Be careful….

- A journal article in an academic volume is not the same as an electronic resource.

Letting technology do it for you?

- Citation on UoE library.

Reference Management Software

- End-note?

- Refworks?

- Zotero?

- Mendeley?

- Bibliotex? (used with Latex)

Whichever referencing system you choose, *BE CONSISTENT!*

Typical student errors:

- ***When referencing*:**

- Do NOT mix up referencing systems . Learn one and stick to it.

- You should make your reference list alphabetical (bracket system) OR follow the number system (notational system).

- ***when using sources*:**

- Remember to paraphrase (use your own words)

- Remember to use your sources to support *your* argument

Summary

- Do not just describe your sources: EVALUATE them.

- DO NOT PLAGIARISE: paraphrase and summarise your sources.

- Acknowledge your sources responsibly: your reader wants to know how to access the material you found.

Other Key Resources

What if I don't get a place on an ELSIS course?

Where available, take advantage of our Independent Study Materials

www.edweb.ed.ac.uk/english-language-teaching/ele-courses/elsis/elsis-courses/independent-study-materials

Reapply for a course in Semester 2

Graduate Writing Centre

Got a question about your writing at any time of the semester?

You can receive one-to-one consultations in an academic writing tutorial for **postgraduate** (PGT & PGR) **international students**. Booking is via MyEd.

https://www.ed.ac.uk/english-language-teaching/ele-courses/graduate-writing-centre

Contact ELE

Tel.: +44 (0)131 650 4400

Email: eleinfo@ed.ac.uk

The University of Edinburgh
Centre for Open Learning
Paterson's Land
Holyrood Road
Edinburgh
EH8 8AQ

Next week

- What makes academic writing 'academic'?

(Task: start thinking about what makes a good argument)

Any questions?