Academic writing centre

The writing centre is open for all students who wish to improve their own writing. Come and discuss your ideas, drafts and questions with one of our writing consultants.

Come for a consultation

Opening hours spring 2018: Mondays 12–16, Wednesdays 16-20, Thursdays 12–16. Changes may occur.
We are located at the Georg Sverdrup's house at Blindern, Library of the Humanities and the Social Sciences, ground floor.

Book an appointment or come by during the opening hours.

Send your draft by email 24 hrs in advance.

Appointments can be booked one at the time. We normally offer up to three consultations per term.

Our resources:

- **Search & Write** is an online tutorial with tips and advice on assignment writing, information searching, referencing and proper use of sources.
- Follow us on Facebook
- Teaching material
- Copyediting
Outline: From Higher to Lower Order Concerns

**Day one**
10:00 – 11:30
  - Writing process
  - Start-up techniques
  - Outline
  - Research Question

Ca 11:30 – 13:00
  - Writing exercise with pizza

13:00 – 14:00
  - The IMRaD model

14:00 – 15:00
  - PostIT-workshop w/Åsmund

**Day two**
10:00 – 11:30
  - Academic style and language

Ca 11:30—13:00 Lunch + Writing exercise

13:00 – 15:00 (w/break)
  - «They say / I say»: Sources and argumentation
  - References, plagiarism and how to avoid it

Next step: the essay
HOCs and LOCs

Higher Order Concerns (HOCs)
  Contents
  Design
  Argumentation
  Organization

Lower Order Concerns (LOCs)
  Style
  Flow
  Wording
  Referencing

Both are important, but HOCs must come before LOCs
Get going!

• Warm-up exercise: freewriting
• Write for two minutes about ...
  • No corrections or editing
• Then write for five minutes about the topic of your thesis
  • Again, no editing
• What I really want to say, is ...
• Turn your sentence into a question
Keeping track of your sources

**One Note**

One Note is a tool that helps you keep track of your sources. It is a part of the Microsoft Office suite.

**Scirvener**

Scirvener is a program that allows you to organize your papers and sources effectively.

**Google Scholar**

Google Scholar is a database that helps you find sources and references for your papers.

**Endnote**

Endnote is a software that integrates well with Office packages. In EndNote, you can search in scientific databases, save references and insert them directly into your Word documents.

**Zotero**

Zotero integrates with Word, OpenOffice and LibreOffice, and allows you to export references in BiBLaTeX format.

**BiBLaTeX**

BiBLaTeX is the preferred reference tool for those who write in LaTeX.

Følg EndNote-gruppen vår på Facebook
OneNote: one place for all of your notes

Sync to OneDrive
Share with anyone on PC, phone, or tablet

1. Take notes anywhere on the page
Write your name here

Ingerid
Techniques for producing text

- Start up techniques
  - Mind maps
  - Exploratory writing
- Produce text with
  - Pomodoro (timer/app)
  - Shut up & write
  - Writing groups
What are the best ways to produce text?

a. From outline to text  
b. From text to outline

How do you normally work?

How does this work for you?
The extended outline

• What do you intend to write in the various chapters/sections?
  • In complete sentences, not keywords

• Why will you do it?
  • The purpose, reasoning, logic behind it
  • Use transitional phrases such as *because, in order to, since, due to, thereby* etc.
Carving out your research space (CARS)

• Identify a niche
  • Connect to a scholarly discourse
  • Point out a knowledge gap
  • Unsolved problem

• Occupy the niche
  • Your project and approach
Example from master’s thesis

Summarized, sleep apnea is both hard to suspect, uncomfortable to diagnose, and resource demanding. Because of this, the threshold for a potential patient to perform the first step towards a diagnosis is currently too high. There is an abundance of portable devices among consumers, and an increase in cheaper consumer grade sensors on the market. With this in mind, there is potential for a radical improvement in the area of diagnosing sleep apnea.

1.2 Problem Statement

The goal of this thesis is to explore and compare different approaches of quantifying the quality of sleep apnea analysis results. We will mainly focus on how we can use these quantifications
Example from essay

• We believe that our task will be interesting to the projects sites in the countries implementing the system, as well as other countries that might implement it later. This is because we might, for instance, uncover elements which have yet to be researched. There is not much literature regarding design of healthcare solutions in developing countries, and especially not related to learnability and ease of use [...] Considering the current solutions for healthcare, and the huge number of mother and child deaths related to births, a better system with the intention of reducing these numbers will be in the interest of the people who are affected by the system, e.g. healthcare workers, patients and the Department of Health in said countries. An increased understanding of learnability and ease of use in these countries, will contribute to better development and updates of the system. Also, ...
The paper as a story

1. Problem statement
2. Review of previous solutions and their drawbacks
3. The new solution
4. Demonstration of how the new solution improves on its predecessors

J. Zobel, *Writing for computer science*, 3rd ed. p 33
The hourglass (trådsnella)
From Joshua Schimel, *Writing Science*

**Figure 4.2.** The hourglass structure of a paper. It starts wide with the opening, narrows with the challenge and action, and widens back out again at the resolution.
A. Opening wider than resolution: overpromising. Your readers will feel cheated.

B. On target. Your readers will be satisfied.

C. Resolution wider than opening: underpromising. Your readers won’t ever see that you are telling a story that would interest them.

Figure 5.1. Matching the opening to the resolution.
The Research Question (I)

• What is a good RQ or problem?
  • Answerable / feasible / solvable
  • In order to be interesting: open for unexpected results
• Pursue the smallest question that is interesting (J. Zobel)
  • Expand if needed
  • Delimitation [avgrensning] → enables you to go deeper
The Research Question (II)

- Productive:
  - Good RQs may generate new questions
  - further research/improvements
  - and/or commercial development

- Use the exercise: Freewriting ➔ What I really want to say, is ...
Exercise 1: Describe your aims
11:30 – 13:00

1. Write down everything that motivates you for your project
   • What do you want to achieve?
   • What problems do you expect to address?
   • What makes the problem interesting?

2. Discuss in small groups (2 or 3, share the time)
   • You: Present your proposed project
   • Group members asking questions

3. Revise your draft for a reader (10 min)
   • What do your readers need to know (background)?
   • How are you going to give it to them?
The IMRaD model

Introduction – Methods – Results and Discussion

General format for research articles and reports

I = background and purpose of the study
M = what you did and how you did it
R = what you found
D = what does it mean?

In your fields, often: I – MMMMM – RRRRRRR – D
«Introduction» includes:

- Background review, theory, research question/problem and purpose
  - Probably more than one thesis chapter
- General → specific
- Carving out your space: Identify a niche and occupy it
- Use your essay for this purpose
The M-part (materials and methods)

Design
Methodology
Procedures
Experiments
Data collection

In short: what you did and how you did it
Including limitations, reliability and validity
Not a review of the methods literature
Results = what you have found or done

User experiences or other data
Programming
Models
Analyses
See relevant examples in DUO
Discussion: what does it mean?

Bring the different parts **together**
   Explain your findings in light of theory, hypothesis, previous studies
   I.e. nothing new at this stage

Discuss further developments

Conclusion (if applicable)

In programming (from A. Mauss):
   Presenting the program structure and choices made during programming
   Discussions based on this understanding
   For example: How should the next version of the program be?
PostIT-workshop with Åsmund
DAY TWO: LOCs

• Sentences
• Paragraphs
• Transitional phrases and signposting
• Citations and references
• Resources
Sentences

I used to think about my sentences before writing them down; but ... I have found that it saves time to scribble in a vile hand whole passages as quickly as I possibly can ... Sentences thus scribbled down are often better ones than I could have written deliberately.

Charles Darwin, Autobiography
Active, readable sentences

• Story: «Who did what?»
• Subject, Verb, Object
  • The purpose of this thesis is to address this shortcoming by extending the existing methodology to account for parallel processing on multiple cores. This includes to extend the tools and the network simulator extension.
• Main verb as early as possible
• Complex reasoning, technical vocabulary → direct language and simple sentence structure
Summary of master’s thesis

Threat modelling is a component in security risk analysis, and it is commonly conducted by applying a specific approach for discovering and modelling threats. The three main approaches for threat modelling are asset-centric, attacker-centric or software-centric. In this thesis we ask the question why one should only use just one of the three approaches, and not combine them. We then propose a method called integrated threat modelling which combines the three common threat modelling approaches. Our method presents respondents with three sets of questionnaires, where each questionnaire focuses on either the asset-centric, attacker-centric or software-centric approach.
Threat modelling is a component in security risk analysis, and it is commonly conducted by applying a specific approach for discovering and modelling threats. The three main approaches for threat modelling are asset-centric, attacker-centric or software-centric. In this thesis we ask the question why one should only use just one of the three approaches, and not combine them. We then propose a method called integrated threat modelling which combines the three common threat modelling approaches. Our method presents respondents with three sets of questionnaires, where each questionnaire focuses on either the asset-centric, attacker-centric or software-centric approach.
Topic sentence [temasetning]

• Usually the first sentence of a paragraph
• Informative: what is this paragraph about?
  • Bridging the previous paragraph
  • Or starts something new
• Rule of thumb: one topic per paragraph
• Examples:
  • Threat modelling is a component in security risk analysis, and it is commonly conducted by applying a specific approach for discovering and modelling threats. Blablabla ...
  • The body of a paper should present the results. Blablabla ...
«The body of a paper should present the results. This presentation should provide necessary background and terminology, explain the chain of reasoning that leads to the conclusions, provide the details of central proofs, and state in detail the conclusions outlined in the introduction. Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. There should be careful definitions of the hypothesis and major concepts, even those that were described informally in the introduction. The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ...»
Paragraphs tell stories, too

**Topic** – **Elaboration** – **Relevance**

T-E-R

Tema – Utdypning – Relevans

T-U-R

The 2 – 3 – 1 formula (J. Schimel)

**Topic (2nd)** - **Elaboration** (least weight) – **Stress** (1st)

→ **Relevance** = **stress**, emphasis, inference etc.
«The body of a paper should present the results. This presentation should provide necessary background and terminology, explain the chain of reasoning that leads to the conclusions, provide the details of central proofs, and state in detail the conclusions outlined in the introduction. Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. There should be careful definitions of the hypothesis and major concepts, even those that were described informally in the introduction. The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ...»
Elaboration

«The body of a paper should present the results. This presentation should provide necessary background and terminology, explain the chain of reasoning that leads to the conclusions, provide the details of central proofs, and state in detail the conclusions outlined in the introduction. Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. There should be careful definitions of the hypothesis and major concepts, even those that were described informally in the introduction. The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ...»
Elaboration: lists and examples

«The body of a paper should present the results. 1) This presentation should a) provide necessary background and terminology, b) explain the chain of reasoning that leads to the conclusions, c) provide the details of central proofs, and d) state in detail the conclusions outlined in the introduction. 2) Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. 3) There should be careful definitions of the a) hypothesis and b) major concepts, even those that were described informally in the introduction. 4) The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ...»
Elaboration: Linking sentences by iteration

«The body of a paper should present the results. This presentation should provide necessary background and terminology, explain the chain of reasoning that leads to the conclusions, provide the details of central proofs, and state in detail the conclusions outlined in the introduction. Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. There should be careful definitions of the hypothesis and major concepts, even those that were described informally in the introduction. The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ...»
Relevance – what you want the reader to think about

«The body of a paper should present the results. This presentation should provide necessary background and terminology, explain the chain of reasoning that leads to the conclusions, provide the details of central proofs, and state in detail the conclusions outlined in the introduction. Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. There should be careful definitions of the hypothesis and major concepts, even those that were described informally in the introduction. The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ...»
Inferences (i.e. relevance)

«The body of a paper should present the results. This presentation should provide necessary background and terminology, explain the chain of reasoning that leads to the conclusions, provide the details of central proofs, and state in detail the conclusions outlined in the introduction. Descriptions of experiments should permit reproduction and verification, as discussed in Chap. 14. There should be careful definitions of the hypothesis and major concepts, even those that were described informally in the introduction. The structure should be evident in the section headings. Since the body can be long, narrative flow and a clear logical structure are essential.

The body should be reasonably independent of other chapters. If, to understand your paper, the reader must find specialized literature ... [then]»
Other things to consider

• Active/passive sentences

• Use of pronouns
  • I, we, or the thesis argues ...

• Adverbs (usually unnecessary)

• Adjectives, hedging
  • Less is more
  • «This project will be of great benefit»
  • This project may benefit ...

• Transitional phrases and connecting words
Exercise 1 Extended outline

Use your essay draft from yesterday and elaborate, using complete sentences as section headings.

Identify for example key questions/tasks for each section. What do you intend to write in the various chapters/sections? What is the purpose of each section?

Use transitional phrases and inferences such as because, in order to, since, due to, thereby etc.

See more transitional phrases at http://www.ub.uio.no/skrive-publisere/skrivesenter/undervisningsmateriale/
Exercise 2 Analysis of abstracts

Analyse one of the following abstracts with respect to

- Problem statement / research question
- Sentence style
  - e.g. subject – object – verb, active/passive form
- Use of pronouns (I, we)
- Adjectives/adverbs?
- Paragraphs
  - Topic – elaboration – relevance (stress)
- Carving out a research space
- The hourglass

Or other things ...
Entering the conversation
Position yourself vis-à-vis others

It is commonly held that ..., but in fact ...

Even though Pettersen rightly points out ..., it can also be argued that ...

Another way to interpret ... is ...

We still need to find out ...
They say – I say example

• Research on writing in higher education suggests that new students often view academic writing as a set of formal and technical limitations to expression (Ask, 2007; Dysthe, Hertzberg & Hoel, 2011).

• Jonsmoen og Greek (2012) found similar ideas with teachers who emphasise formal/technical over expressive aspects of writing.

• There is a possible connection between the feedback students receive and their ideas about what is important in academic writing (I say)
Referencing in upper secondary school

• Blablablablablablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala blablablala (sources).

• References:
  • Link 1
  • Link 2
  • Link 3
References at IFI?


References at the university

As demonstrated by Pettersen (2008), there are two approaches to this problem ...

There are two approaches to this problem [1].

References


Pick a citation style

• Author-date citation, e.g. APA, Harvard style
  • Useful if the sources are part of your argument

• Numerical citations
  • ACM style https://www.acm.org/publications/authors/reference-formatting
  • IEEE citation http://pitt.libguides.com/citationhelp/ieee
  • Preferable if sources are background information (saves space)
Welcome to the Purdue OWL

If you are having trouble locating a specific resource, please visit the search page or the Site Map.

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

For more information about services for the Purdue University community, including one-to-one consultations, ESL conversation groups and workshops, please visit the Writing Lab site.

Mission

The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assist clients in their development as writers—no matter what their skill level—with on-campus consultations, online participation, and community engagement. The Purdue Writing Lab serves the Purdue, West Lafayette, campus and coordinates with local literacy initiatives. The Purdue OWL offers global support through online reference materials and services.
Søk & Skriv er laget spesielt for deg som skriver oppgave ved universitet og høgskole. Her finner du veiledning og råd om alle deler av oppgaveprosessen, som søking, lesing, skriving og bruk av kilder.

Innholdet på Søk & Skriv følger kravene til akademisk kildebruk og skriving i de aller fleste fag. Søk & Skriv er nå blitt tilpasset lesing på mobilskjerm.

Følg med for flere forbedringer i det nye året!
Referansestiler

En referansestil er et standardisert oppsett for hvordan du skal presentere informasjon om kildene du bruker. Typisk beskriver en stil hvordan du gjengir informasjon om forfatter, årstall, tittel og sidetall.


Følgende stiler er brukt innenfor de akademiske miljøene.

- **American Psychological Association (APA6th)** – forfatter-årstallstil, vanlig innenfor psykologi, økonomi, pedagogikk og helsefag
- **Chicago 16 A** – fotnotestil vanlig innenfor humaniora
- **Chicago 16 B** – forfatter-årstallstil, generell stil brukt innenfor humaniora og samfunnsfag.

Referanser


Numerical references in text

IEEE manual of style

For example, see [5]

... as shown by Brown [4], [5]; as mentioned earlier [2], [4]–[7], [9]; Smith [4] and Brown and Jones [5]; Wood et al. [7]

... as demonstrated in [3]; according to [4] and [6]–[9].

Journal article [IEEE]


Example:


Reports [IEEE]

• The general form for citing technical reports is to place the name and location of the company or institution after the author and title and to give the report number and date at the end of the reference.

• Basic Format:

• NB: No italics!
Chapter in book

J. K. Author, “Title of chapter in the book,” in *Title of His Published Book*, xth ed. City of Publisher, [US State], Country: Abbrev. of Publisher, year, ch. x, sec. x, pp. xxx–xxx.

Example:
Plagiarism and how to avoid it

• What is plagiarism?

• What needs citation?
  • Everything that is not your own thoughts
  • Specific page/location → specific reference

• The rule is simple: no copy paste without citation!
Requirements for assignments

To publish the work of others for his own is both illegal and unethical and will lead to strong reactions from the Department and the University, which may lead to expulsion of one or more semesters; see Rutiner for behandling av fuskesaker. (in norwegian only)

Please note:

- If you bring text, code, illustrations etc made by others, you must inform where it comes from.
- It is ok to get hints on how to solve a problem, but this should only be use as a base for your own solution and not be copied in.
- You can be called in for a conversation about you hand ins. You must be able to explain the contents in detail and clarify how the assignment has evolved. If this conversation reveals that your assignment is not independent work and/or you can't explain your assignment, the lecturer can decide to not approve it, also if your group teacher already
Cheating

You must familiarize yourself with the rules that apply to exam support materials and the use of sources and citation. If you violate the rules, you may be suspected of cheating or attempted cheating.

Cheating is a violation of academic integrity. Academic integrity means being honest in respect of thoughts and reflections that are one's own and those borrowed from the work of others, so that your work can be verified.

You may be suspected of cheating or attempted cheating if you:

- fail to provide information about sources
- give the impression that a paper is more independent than it actually is
- use support materials or assistants that are not allowed
Key points day 1 and 2

• Keep track of your sources and material
• Use free writing to generate ideas
• Join a discussion, carve out your space
• First write for yourself, then revise for the reader
• Technical terminology needs simple syntax
  • Telling the story
• What to do next?
  • What I really want to say, is ...
  • Make a plan
Special resources for you

• Shut up & write at the IFI library (starting this term?)
• Writer’s night (skrivenatt) March 15 2018 (17 – 24)
  • Mini courses, workshops, shut up & write, writers’ talks etc
• Reference desk in Escape (the canteen)
  • Before your deadline
References
