

# Out of the Writing Centre and Into the Classroom: Resource Package 1 (Creating Discipline-Specific in-class workshops)

## Resource for preparing discipline-specific in-class workshops

### Text Analysis Worksheet

	<b>Questions about the Text</b>	<b>Key sentence from the text</b>
Exploring Interpersonal Meaning	What is the purpose of the text? What does the writer the reader will think, feel, or do after reading?	
	Who is the audience for the text?	
	<b>Questions about the Text</b>	<b>Key words and observations</b>
	How formal is the text? (formal, semi-formal, informal)	
	How objective is the text? (Is a personal opinion? A scientific paper?)	
	<b>Questions about the Text</b>	<b>Notes</b>
Exploring Textual Meaning and Organization	What is the general layout/format of the text? (Does it have a title page? Where are the page numbers? Are headings used?)	
	How is this text organized overall? What information is in each paragraph?	
	Where does the author state the main argument/thesis?	
	How is the introduction organized? How does the author indicate how the paper will develop?	
	How is the conclusion organized? How does the author summarize the content of the text?	
	If the author uses information from other sources, how does the author introduce this information? (e.g. Berry states that ____)	
	If the author uses information from other sources, how does the	

	author cite this information in the text of the paper?	
	If there is a works cited page or bibliography, what do you notice about how it is organized?	
	<b>Questions about the Text</b>	<b>Examples</b>
Exploring grammar and word choice	What do you notice about the sentence structure in the text? Are there many simple sentences? Many complex sentences?	
	What words are used to connect ideas together and to show the relationships between sentences?	
	Are there verb tenses or verb forms that occur often in this text? Why do you think these are chosen?	
	Are there any words or expressions that occur often in this text?	
	Are there any technical terms that occur often in this text?	
	In general, does this text use everyday vocabulary or specialized vocabulary?	
	How is the vocabulary in this text different than vocabulary you might use in everyday speaking?	

Adapted from: British Council. (2005). Planning a Writing Lesson: Genre Analysis Form. Retrieved December 6, 2016, from [https://www.teachingenglish.org.uk/sites/teacheng/files/genre\\_form.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/genre_form.pdf)





# From Research to Writing (Criminology 1xxx)

*Integrate information from sources into a well-structured research paper*

## Learning Goals for Today:

By the end of this workshop, you will be able to:

- Extract the most important information from a research article
- Paraphrase key information clearly and concisely
- Create effective research notes
- Integrate information from multiple sources into a coherent outline

## Learning Tools:

To complete your task, you will need:

- Your research articles
- Workshop handouts
- Index cards
- Outline worksheet
- Input from classmates

## Review: Reading a Research Article

*(Optional) Time: 5 minutes*

**Facilitator Notes:** *This is a review of content covered in-depth in the library workshop*

Throughout your academic career, you will read a variety of journal articles as you complete coursework and conduct research for assignments. Journal articles may seem daunting, but by understanding how journal articles are organized and written, you will be able to choose relevant articles and find the information you need.

## Parts of a Journal Article

<b>Abstract and Keywords</b>	This is a concise summary of the article. Read this <b>first</b> to decide if the article is relevant to your current research topic. Below the abstract you will find 4-5 keywords. These indicate the subject area of the article.
<b>Literature Review</b>	Most articles will have a literature review early in the paper. This summarizes the past research done on the topic. Note that this is not a discussion of the research in the current article. However, the literature review may point you to other material relevant to your project.
<b>Research Methodology</b>	This section describes the way in which the research was conducted. Who are the participants? Is the study qualitative or quantitative? How was the data gathered? Where was the study conducted?
<b>Results</b>	This section discusses the findings of the study in detail. It often includes statistical information, charts and graphs.
<b>Discussion</b>	In this section, the researchers discuss the significance of the results. What do the results mean? Are they significant? What are the implications of what was found? The authors might also indicate areas for further study.
<b>References</b>	Skim the reference list. This may lead you to other key articles that are related to your topic.

## How to Approach Journal Articles

1. Begin by reading the **abstract** and **keywords**. Decide if this article relates to your current research project. If the article does not fit well with your research, stop reading.
2. If the article seems relevant, scan the article briefly. Look at the headings, as well as terms in bold and italics. Also, look at charts and graphs.



3. Before you begin reading the article, note the bibliographic information. You will need this for your Works Cited or References page.
4. Now, read the **discussion** section closely. This is key to understanding the article well.
5. On a separate sheet of paper, create questions that you will answer by reading the article. Include questions such as: "From what you know, does this author agree with other researchers and what you understand about the topic? Does this article support or contradict your thesis?"
6. Read the article purposefully, answering your questions. Do not be afraid to change your questions as you read and discover more.
7. When you find the answers to your questions, write them down, *along with the page number where you found the information*. You will need the page numbers to properly cite your sources when you write.

## ***Integrating Material from Sources***

**Time: 5 minutes**

**Facilitator Notes:** *Emphasize the need for integration of material; contrast this with extracting "quotes" from sources.*

One of the main tasks in academic research is to incorporate material from other sources and to discuss this material in light of the argument you are making. One popular book on academic writing uses the phrases "They Say/I Say" in its title (Graff, Birkenstein & Dunst, 2012); this is an excellent way to describe this process.

They Say	I Say
-Information that you learned from your research and reading (either a quote, paraphrase, or summary).	-Your discussion of this information, related to how it supports the key points in your paragraph, and how it supports your thesis.

### **Quote, Paraphrase, Summarize – What's the Difference?**

1. Direct quote: This uses information *word for word* from your original source. Short quotations must be in "quotation marks", while longer quotations are indented (search for information on *block quotations* for details)
2. Paraphrase: Ideas from another source are written in your own words. It is NOT enough just to change a few words. You must rewrite the idea in your own sentence or paragraph. All paraphrases must include in in-text citation after the information.
3. Summary: A much shorter presentation of the information you have read – for example, a sentence that describes the information in an entire chapter or research article.

All of the above require an in-text citation after the information is presented.

Because integrating materials is your key task, you will want to use a reading and notetaking process that supports you in effective paraphrasing, summarizing, and integration of material into your paper.



## **Prepare to Take Notes**

**Time: 7 minutes**

Task 1: Choose one of your research articles to begin. Summarize the abstract in your own words. What are the key findings of this article?

Task 2: Ask key questions that will guide your reading. Based on the abstract, what information do you want to know from this article?

## **Paraphrasing Skills for Effective Notetaking**

**Time: 7 minutes**

As you take notes, you will most often want to paraphrase material from your primary or secondary sources. Why?

1. Paraphrasing as you take notes will help you to avoid accidental plagiarism. Paraphrasing ensures that you integrate the author's ideas with your own, while avoiding copying words and phrases from the source text into your paper.
2. Paraphrasing ensures that you understand the content well.

### **How to Paraphrase**

Writing an original paraphrase takes work! The following steps can help you avoid accidental plagiarism when paraphrasing.

1. Read the text 2 or more times, until you are sure that you understand it well. Take the time to look up words that you do not understand.
2. Close the book or put the article aside. Say the meaning of what you have just read out loud.
3. Based on the information you said aloud, write down your paraphrase.
4. Check the paraphrase against the book or article to make sure that key details are correct.

### **Practice Activity**

Select one key point from your research article (Hint: look in the results and/or discussion section). Highlight this key point. Now, do the following.

In this exercise, you will follow the four step method described above to create a paraphrase of this paragraph.

1. Read the sentences at least two times, making sure you understand the meaning thoroughly.
2. Turn over the article and say your paraphrase out loud.
3. Now, write your paraphrase in the box below. Compare it to the original text. Did you use your own words, while retaining the meaning?



**My paraphrase:**

## **Take Notes Using the Index Card Method**

**Time: 20-25 minutes**

**Facilitator Notes:** Students should focus primarily on the discussion section of the research article. At the ten minute mark, direct the students to switch to their other article.

In this workshop, you will take notes using the index card method. Why?

- The method encourages you to paraphrase key points concisely.
- By recording one key point on each card, you will be able to group and sort your cards into themes. This allows you to effectively outline paragraphs with a clear focus that include information from multiple sources.

How?

1. Record the source and page number on the top of each card. You will need this information to cite.
2. Paraphrase the key information on the index card.
3. Write some notes to yourself. Why is this information important? How does it fit with information from other sources? How will you use this information in your paper?

### **EXAMPLE NOTES**

#### **Gambalos, Howard & Maggs 2010**

-The researchers found that students sleep for fewer hours when they are under more stress (p. 346).

Most often, you will paraphrase the information as you take notes

Include information you will need to cite this information.

-This connects to the information in Gambalos' other article on first year student stress and its affect on student sleep  
-Connection to thesis – teaching students how to manage stress will improve sleep and contribute to student's well-being

I include my own thoughts on my notecard – why is this information helpful to my paper?

15

Now, use index cards to create research notes from the two articles you are using from this workshop.

### **From Notes to Outline**

**Time: 20 minutes**

Christina Page, Learning Strategist, Kwantlen Polytechnic University



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

**Facilitator Notes:** Students may bring their earlier outlines to combine with the work done in this session. The next step in your writing process is to create an outline. This requires you develop a provisional thesis, and to organize your information into coherent paragraphs that support your thesis.

**Step 1:** Sort your note cards into themes. Which information fits into one paragraph? Why? Some cards may not fit well. Set these aside for now.

**Step 2:** Outline your paper, following the groupings you have identified in your research.

**Paragraph 1**

<b>Topic sentence of this paragraph</b>		
Supporting point 1		Citation
Supporting point 2		Citation
Supporting point 3		Citation
Supporting point 4		Citation

**Paragraph 2**

<b>Topic sentence of this paragraph</b>		
Supporting point 1		Citation
Supporting point 2		Citation
Supporting point 3		Citation
Supporting point 4		Citation

**Paragraph 3**

<b>Topic sentence of this paragraph</b>		
Supporting point 1		Citation
Supporting point 2		Citation
Supporting point 3		Citation
Supporting point 4		Citation

**Paragraph 4**

<b>Topic sentence of this paragraph</b>		
---	--	--



Supporting point 1		Citation
Supporting point 2		Citation
Supporting point 3		Citation
Supporting point 4		Citation

## Peer Feedback

**Time: 15 minutes**

At this stage in your writing process, you will work with a peer to get feedback on the logic and flow of your argument. Does the information you are using work well to support the argument you are making? Use the following criteria to guide your discussion.

### Use of Evidence and Outline

		Comments
Does the writer use appropriate peer-reviewed academic sources?	Yes/No	
Does the writer group the sources effectively by theme?	Yes/No	
Is more than one source included per paragraph?	Yes/No	
Is evidence from sources well-integrated into the outline?	Yes/No	
Are citations in the correct format? (APA)	Yes/No	

## Integrating Research into Your Writing

**Time: 5 minutes**

Now, how do you integrate your paraphrase into your paper. What are some ways you can do this? A common convention in academic writing is to refer to the author with a “verb of speech or ideas” to connect their ideas with your own. Here are some common phrases:

[author] states	[author] writes	[author] emphasizes
[author] asserts	[author] claims	[author] believes
In [author's] view	[author] reports	[author] agree's that

## Practice

Using one of the phrases above, select paraphrased information from one of your research notes. Follow the template below:

\_\_\_\_\_ [author's name] \_\_\_\_\_ [verb of speech]

---



---



---



( \_\_\_\_\_ ) [in-text citation].

---

---

---

\_\_\_\_\_ [your comments on the research].

### **Next Steps**

1. Take notes for the remaining sources in your paper using the index card method.
2. Group your notes by theme and create a revised outline for your paper that includes information from all of your sources.
3. Revise your provisional thesis as needed.
4. Write your first draft.
5. Get feedback on your work. Work with a peer, or make an appointment with a Writing Tutor (tlc.kpu.ca)

## **Business Writing: Preparing a Case Analysis: *Participant Workbook*** Human Resources Management 3xxx (International Student Cohort)

### **Workshop Objectives:**

Writing for business requires you to develop skills that will apply to any kind of writing you do, as well as specific skills for writing specific types of business documents. As you prepare to meet this challenge, in this workshop you will:

- Describe the characteristics of professional business writing and contrast the features of report writing and reflective writing
- List key content areas in a business report
- Analyze the assignment rubric and identify criteria you must meet
- Distinguish between an executive summary, introduction, and conclusion
- Determine how to organize the assignment content in a PowerPoint
- Evaluate how your work reflects assignment criteria

### **Describe the Characteristics of Professional Business Writing**

A business report is a professional document that analyzes a problem, applies business theory and practice to the situation, and presents a recommended solution.

*What would you identify as the characteristics of professional writing?*

In many of your courses, you also complete reflective writing (such as in ePortfolio assignments). This type of writing is different from a business report.

#### ***Differences between reflective writing and reports***

	<b>Business Reports</b>	<b>Reflective Writing</b>
Level of formality and tone		
Objectivity of the report (focusing on clear facts/ focusing on personal opinion)		



Presentation style (following a template/ flexible and creative)		
--	--	--

## Sections of a Business Report

Section	Guidelines for Format
<b>Title Slide</b>	
<b>Table of contents</b>	
<b>Executive Summary</b>	
<b>Introduction</b>	
<b>Main Body</b>	
Situational Analysis: Key Issues	
Recommendations	
Predicted Impact and Implementation Plan	
<b>Conclusion</b>	
<b>Reference List</b>	



## Analyze the Assignment Rubric

According to your assignment rubric, what are the differences between an assignment that achieves an Excellent/Very Good rating and a Below Average/Poor rating?

	<b>Criteria for an Excellent/Very Good Report</b>	<b>Weaknesses that Result in a Below Average/Poor Report</b>
<b>Key Issues</b>		
<b>Quality of Recommendations</b>		
<b>Predicted Impact/ Implementation Plan</b>		
<b>Report Layout</b>		
<b>Writing Quality</b>		



## Write an Executive Summary

Business reports typically include an Executive Summary. This is a one-page summary of all of the information contained in your report. If a person were to read your summary, they should be able to clearly understand your findings and recommendations.

Read the executive summary on the next page. Think carefully about the information include in each section.

<p><b>Executive Summary</b></p> <p>This report was commissioned to examine why the sales volume of Choice Chocolate has dropped over the past two years since its peak in 1998 and to recommend ways of increasing the volume.</p> <p>The research draws attention to the fact that in 1998, the market share of Choice Chocolate was 37%. The shares of their key competitors such as Venus and Bradbury were 22% and 18% respectively. The size of the chocolate market then was \$36 million. Over the next two years, although Choice Chocolate retained its market share the volume of sales in the whole market decreased to \$29 million. Further investigations reveal that this market shrinkage coincided with an increase in health awareness amongst consumers who regard the milk and sugar ingredients in chocolate as negative; moreover, since the second half of 1999, an increasing number of rival 'health candies' had appeared on the market. These claimed to offer the consumers a healthy alternative. These factors appear to be the major causes of the decreased sales volume of Choice Chocolate.</p> <p>Slim Choice is the latest chocolate range put forward by the R &amp; D Department of Choice Chocolate. The report evaluates this range and concludes that it would be an ideal candidate to meet the challenge presented by the market and could satisfy the new consumer demand since it uses significantly reduced milk and sugar ingredients and is endorsed by renowned health experts. According to 97% of the 2000 subjects tested recently, it also retains the same flavour as the original range.</p> <p>It is recommended:</p> <ul style="list-style-type: none"> <li>† that Choice Chocolate take immediate measures to launch and promote Slim Choice alongside its existing product range;</li> <li>† that Slim Choice adopt a fresh and healthy image;</li> <li>† that part of the launch campaign contains product endorsement statements by renowned health experts;</li> <li>† that Slim Choice be available in health food shops as well as in traditional chocolate retail outlets</li> </ul>	<p><b>Purpose of the report</b></p>
	<p><b>Brief summary of research</b></p>
	<p><b>Conclusions of the report</b></p>
	<p><b>Recommendations</b></p>

Excerpt from Woodward-Kron, R. (1997) Writing in Commerce: a guide to assist Commerce students with assignment writing, (Revised edition), Centre for the Advancement of Teaching and Learning, The University of Newcastle.

Now, identify what information you might include in each section of your executive summary (Note: the headings below reflect your Instructor's expectations for the organization of the executive summary):

### Information included in each section

<p><b>Purpose/Objectives</b></p>	
<p><b>Summary of Analysis</b></p>	



<b>Recommendations/ Conclusions</b>	

Note that your report contains an executive summary, an introduction, and a conclusion. What is the difference between these three sections?

	<b>Executive Summary</b>	<b>Introduction</b>	<b>Conclusion</b>
<b>Purpose of this section</b>			
<b>Content included in this section</b>			

## Evaluate Your Work

Based on what we have discussed so far, and the rubric included in your materials today, create a list of personalized criteria that *you* need to follow to meet your instructor's expectations. Focus especially on items from the rubric.

	<b>Criteria</b>	<b>What I Need to Do to Meet or Exceed Expectations</b>	<b>Did I Achieve This?</b>
1			
2			
3			
4			
5			



## Access Additional Writing Support

One of the ways to help yourself succeed is to take advantage of the writing support available to you as a student. You have several options – choose one that fits your schedule and preferred way of learning.

1. Make a face-to-face appointment with a Peer Tutor in the Learning Centre. Writing Tutors are available at all KPU campuses. Peer Tutors provide strategies and techniques for improving your writing skills. You may ask for help with developing a clear thesis, writing an outline, organizing your writing clearly, forming strong paragraphs, or any other aspect of writing. Peer Tutors will not edit your work for you, but they will provide you with strategies for editing. You can book online at [tlc.kpu.ca](http://tlc.kpu.ca), or visit the Learning Centre in person.
2. Make an **online face-to-face** appointment. Log into [tlc.kpu.ca](http://tlc.kpu.ca) with your student number and password, and schedule an appointment to meet with a tutor in real-time (similar to meeting on Skype).
3. **Submit a paper online.** With this service, you submit a draft of your paper, and a trained peer tutor will provide a response to your writing, usually within 24-48 hours. They will provide some clear written suggestions to guide you as you continue in your writing process. You can go to [tlc.kpu.ca](http://tlc.kpu.ca) to use this service. *Write Away* is another similar service offered by a group of BC post-secondary institutions. Please be aware that online tutors will not edit or proofread your work. They will provide suggestions that you must then implement to improve your work.

### Plan for Feedback:

1. Which Writing Tutoring format will best fit your needs and preferred way of learning?
2. Because this is a group assignment, you will need to develop a team plan for editing and using resources (this should not be the task of only one group member). How will you take responsibility as a *group* for editing the report and accessing writing support?

## Writing for Nursing (Nursing 2xxx)

### *Professional Identity Paper*

Your Professional Identity paper requires you to apply two key tasks: integrating scholarly research in nursing with reflection on your own practice. In this workshop, you will apply strategies to help you work towards strong application of these two key skills as you work towards completing your paper.

### Learning Objectives:

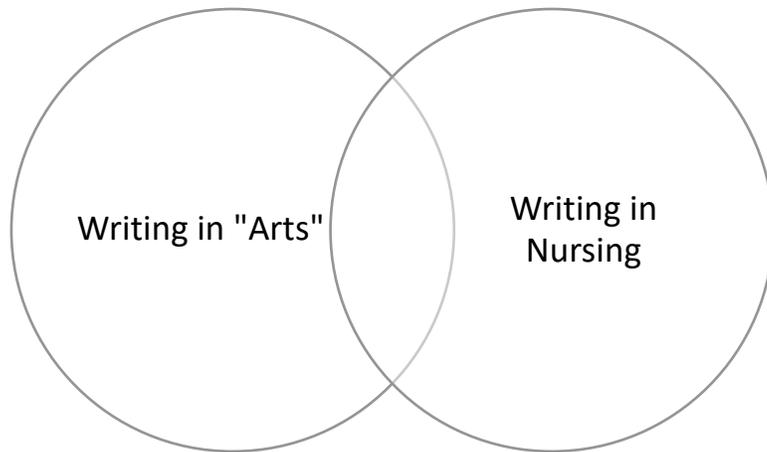
- Use a rubric to guide you through the writing and editing process
- Describe the characteristics of good scholarly writing in nursing
- Employ effective reading strategies to extract key themes from articles
- Evaluate examples of student writing and assess the ways in which they meet/fail to meet the characteristics of scholarly writing
- Follow a model to integrate personal reflection with insights from the nursing literature

### Writing in Science

One of your major tasks as a nursing student is learning to write as a *nurse*. Though you have already learned some foundational rules about writing that apply to all types of writing, at this point in your academic development, you are now learning to specialize your writing skills to the conventions required by scientific disciplines. This means that some of the “rules” you have learned before may no longer apply, and you will apply new “rules” to your writing.



What will be the same as other writing you have done before? What will be different?



How do you learn the “rules” for writing in the sciences?

- Pay critical attention to the style of writing in the articles that you read for assignments and papers. Though you are not yet writing at this professional level, the articles you are reading use the conventions that you will use in your writing.
- Analyze your assignments and rubrics carefully. Be sure to understand key terms clearly before you begin writing. If you’re unsure of what is meant in the assignment guidelines or rubric, ask!

### Using Rubrics

Your assignment instructions and rubric are one of your key tools throughout the process of completing the assignment. These provide an outline of the criteria that the instructor has set out for a successful assignment. There are two key times to use the rubric and assignment instructions:

1. Before you start writing: Unfortunately, time may be lost writing something that does not meet the key guidelines you must follow. To avoid this problem, take time to read both the assignment instructions and rubric *carefully* before beginning. Clarify any areas of confusion with your Instructor.
2. After you have written a draft, but before you submit the assignment: At this point, grade your work according to the rubric. Think carefully and critically. Are there areas where you may not have met the criteria well? If so, edit your work accordingly, making the needed revisions before submitting the assignment.

On the next page, you will review the rubric for this assignment, and analyze how you would evaluate if you have successfully met the criteria given.

<b>CRITERIA</b>	<b>*No Evidence (0)</b>	<b>*Needs Work (1)</b>	<b>*Acceptable (1.5)</b>	<b>*Well Done (2)</b>
<b>Format (4)</b>				
1. Includes a clear Introduction and Conclusion Thesis statement is clearly articulated – it is clear what to expect from the rest of the paper				
2. Ideas & points are well organized – one paragraph flows into the next paragraph Paragraph structure adheres to the elements of unity, coherence, order and completeness.				
<b>Discussion of the Development of Current Professional Identity (20)</b>				
3. Brief/clear summary of Current Perception of Professional Identity				
4. Integrated discussion of influences on the developing sense of “Doing” (theoretical)				
5. Integrates discussion of influences on the developing sense of “Doing” (theoretical)				
6. Integrated discussion of influences on the developing sense of “Being” (theoretical)				
7. Integrated discussion of influences on the developing sense of “Being” (theoretical)				
8. Integrated discussion of influences on the developing sense of “Acting Ethically” (theoretical)				
9. Integrated discussion of influences on the developing sense of “Acting Ethically” (theoretical)				
10. Discussion of other influences on the developing sense of Professional Identity				
11. Summary of changes related to “ Flourishing” Changing Identity				
12. Discussion of plan for continuing development/growth of Professional Identity				
<b>Readability (2)</b>				
13. Ideas are clearly and concisely presented.				
<b>APA (4)</b>				
14. Formatting in body of paper				
15. Formatting in reference page				

As you review the rubric, consider the following:

Key points about format/readability	
-------------------------------------	--



Key points about organization	How would you define: <ul style="list-style-type: none"> <li>• Unity:</li> <li>• Order:</li> <li>• Coherence:</li> <li>• Completeness:</li> </ul>
-------------------------------	---

Much of your paper calls for an *integrated discussion* of key themes in professional identity. What does this mean?

### Reading to Write Well

To prepare for writing an effective integrated discussion, you will want to employ a reading strategy that allows you to extract key themes from articles.

#### Parts of a Journal Article

<b>Abstract and Keywords</b>	This is a concise summary of the article. Read this <b>first</b> to decide if the article is relevant to your current research topic. Below the abstract you will find 4-5 keywords. These indicate the subject area of the article.
<b>Literature Review</b>	Most articles will have a literature review early in the paper. This summarizes the past research done on the topic. Note that this is not a discussion of the research in the current article. However, the literature review may point you to other material relevant to your project.
<b>Narrative</b>	Describes the approach taken by an expert nurse in relation to the article topic.
<b>Discussion</b>	Discusses the implications of the narrative for nursing practice. The author(s) might also indicate areas for further study.
<b>References</b>	Skim the reference list. This may lead you to other key articles that are related to your topic.

#### How to Approach Journal Articles

8. Begin by reading the **abstract** and **keywords**. Decide if this article relates to your current research project. If the article does not fit well with your research, stop reading.
9. If the article seems relevant, scan the article briefly. Look at the headings, as well as terms in bold and italics.
10. Before you begin reading the article, note the bibliographic information. You will need this for your Works Cited or References page.
11. Read the article paragraph by paragraph, noting key themes. Focus on the “big picture”. A helpful strategy is to use post-it notes as you read, jotting down key themes you observe along the way. If a particular section does not include relevant information, or you do not understand it clearly, move on.
12. After you have finished your reading all of the articles related to your paper, organize your notes according to key themes that you have observed over your reading. If you have used post-it notes, you will be able to easily manipulate and organize them – just be sure that you have included the bibliographic information on your post-it notes so that you will be able to track the source for each major point.

As you learn to approach journal articles systematically, you will become skilled at extracting important information as you read.

#### Integrating Scholarly Sources into Writing

An effective academic paper should demonstrate what you have learned and understood. It is NOT a string of quotations with little input of your own. Your paper needs to show that you have a perspective of your own on



the subject. Writing an academic paper requires you to find texts on the subject and use them to support your writing.

### To quote or to paraphrase?

When you first learned to write basic essays, you likely often included many direct quotes. However, more mature writing requires that you focus on paraphrasing and summarize sources accurately as you integrate them into your paper. When writing in any scientific discipline, you will want to reduce or eliminate direct quotations from your papers.

When would you choose to quote rather than to paraphrase or summarize?

What is the difference between a paraphrase and a summary?

### Integrating Material Effectively

Consider the following:

“Students who want to improve their writing benefit from reading a wide range of texts in their academic discipline while thinking critically about how these texts are structured” (Page, 2017)

The following quotation could be integrated into your writing using the following strategies.

Author's Idea	My own thoughts
Page asserts that thinking critically about texts in one's own discipline supports the development of strong writing skills (2017).	As I have read academic journal articles weekly in this course, I have become more aware of the structure and style I should use when writing academic papers. I am now better able to ensure that my papers meet the standards for strong academic writing.

**Activity:** Complete the chart below using the following quotation:

“To overcome writer's block, consider creative process for generating ideas. Brainstorm using mind-mapping, arranging ideas using post-it notes, or writing poetry. Using creative activities to brainstorm can facilitate original and innovative thinking.” (Vincent, 2017)

Author's Idea	My own thoughts

Consider the following two examples of paragraphs in a professional identity paper:

Christina Page, Learning Strategist, Kwantlen Polytechnic University



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

<p>“Novice professionals in any discipline begin to form a sense of professional identity as their education and training begins” (Author, year, p. ). While I consider that my professional identity is still in the beginning stages of development, the past few months alone have resulted “in an individual thinking, acting, and feeling like a nurse” (author, year, p. ). My goal is clear: become a registered nurse and love what I do. “You may never have an inflated salary but if you love the job, you’ll be one of the richest people on the planet” (author, year, p. ).</p>	<p>Working together as a team is a key component in the delivery of patient care (Smith, 2018). If interprofessional skills are not developed to their full potential it can lead to lack of collaboration and it can cause conflict among health professionals on the team (Jones, 2018). I have been able to observe the strength and benefits of a team approach to care over the past 3 months in my nursing practice experience. As I continue to develop my own professional identity the importance of collaboration in everything I do has been emphasized and will be a key component of what I need to continue to develop throughout the upcoming semesters of the nursing program.</p>
---	--

How effective is each as an example of an integrated discussion?

Score: _____ /4	Score: _____ /4
Rationale:	Rationale:

The following phrases are useful when integrating another author’s ideas into your paper:

states	asserts	believes
thinks	writes	notes
maintains	believes	concludes
affirms	indicates	speculates
supports	assumes	remarks

Can you think of other words you can use?

When integrating source, you will want to avoid the following:

- Taking quotations out of context to “proof text” a point you wish to make.
- Following the format of “one source/one paragraph”. In mature academic writing, you integrate ideas from multiple sources in a single paragraph. Organize your paragraphs thematically, not “source by source”.

### Preparing an Integrated Discussion



An integrated discussion requires you to consider your own personal experience in light of course concepts and relevant research. You are considering to key questions:

1. What are the themes in the literature?
2. What do they mean to me?

Consider the following to guide you as you generate ideas.

Paper Section	Personal Insights on my development	Course Concepts related to this topic	Ideas from the professional literature (include citation)
Influences on the developing sense of “doing” (theoretical)			
Influences on the developing sense of “being” (theoretical)			
Influences on the developing sense of “acting ethically” (theoretical)			
Discussion of other influences on the developing sense of Professional Identity			
Summary of changes related to “Flourishing” changing identity			



Paper Section	Personal Insights on my development	Course Concepts related to this topic	Ideas from the professional literature (include citation)
Plans for continuing development/ growth of professional identity			

**Next Steps: Drafting and Feedback**

In order to gain feedback on your writing before submitting your final assignment, we recommend that you complete the following exercise in the next week:

1. Choose one of the “integrated discussion” paragraphs to draft, after completing your initial research, reading, and notetaking.
  
2. Complete a rough draft of the paragraph, integrating **at least three** different sources.
  
3. Ask for feedback on your paragraph in one of the following ways:
  - a. Book an appointment with a Writing Tutor ([tlc.kpu.ca](http://tlc.kpu.ca))
  - b. Submit your paragraph for feedback using online writing tutoring ([tlc.kpu.ca/ writeaway.ca](http://tlc.kpu.ca/writeaway.ca))
  - c. Ask for feedback from your Instructor during office hours

