



Writing at the Graduate Level

Academic Learning Centre



University
of Manitoba





TRADITIONAL TERRITORIES — ACKNOWLEDGEMENT —

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

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.



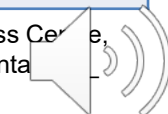
ALL Good Writing

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



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
Includes sources when required	Demonstrates extensive research and expertly integrates sources
Uses transition words	Has a strong organizational frame
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; 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 conference

Adapted and used with permission from Head, E. (2019). Fundamentals of graduate student writing [PowerPoint slides]. The Academic Success Center 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





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.

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>





Despite recent reports that the crime rate has decreased, even among juveniles (Federal Bureau of Investigation, 2000), 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, 1996). However, there has been an effort to expand fear of crime research to adolescent populations (May, 2001; May & Dunaway, 2000a, 2000b). 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, 2001).

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.

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.





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



Wordy

Concise

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





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

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