On-line submission form and the Query form on the ALC website [www.cqu.edu.au/alc](http://www.cqu.edu.au/alc)

- Appointments at a campus
- Phone us on (07) 4970 7211
- Email us at [alc-advice@cqu.edu.au](mailto:alc-advice@cqu.edu.au)
Moving beyond the first draft

1. **Brainstorming**: Generating thoughts about an idea. This may include fast writing or clustering.

2. **First draft**: Organising your thoughts into patterns, use templates and guidelines to help.

3. **Revising**: Reflecting on the content by seeking feedback or through self reflection. Q?

4. **Rewriting**: Incorporating comments and insights during the revision stage into your piece of writing.

5. **Editing**: Refining your essay by checking for punctuation, spelling, formality, and grammar.

6. **Final Draft**: Giving you piece of writing to an audience.
Refining your essay

There are four key areas to consider when writing an academic paper.

1. **Structure**  Is it set out correctly?

2. **Research**  Is it based on scholarly research?

3. **Informed discussion**  Objective and presents more than one perspective.

4. **Writing style**  Is it formal; does it adhere the correct conventions?
In all academic writing, there is a basic but crucial structure to follow.

- **Introduction** – outline of main points and writer’s overall position on the topic
- **Body** – logical development of each main point through a series of paragraphs
- **Conclusion** – summary of main findings
<table>
<thead>
<tr>
<th>Introduction (Paragraph 1)</th>
<th>Main body (Paragraphs 2-5)</th>
<th>Conclusion (Paragraph 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set the context:</strong> Introduce the essay topic/question – Give some background to the topic i.e. the introduction of professional standards and policies in nursing.</td>
<td>Topic sentence&lt;br&gt;Write a clear sentence that clearly indicates the purpose of the paragraph.</td>
<td>Restate your thesis: the essay’s overall position i.e. whether you believe the standards, policies boundaries or code are important to a nurse’s clinical practice.</td>
</tr>
<tr>
<td><strong>Present the ‘road map’: Summarise the main ideas that will be used. Example: This paper aims to summarise the … and provides examples of how these factors will influence a nurses clinical practice.</strong></td>
<td>Prove it&lt;br&gt;This is where paraphrased information will be referenced to prove your topic sentence.</td>
<td>Present a summary of the key points made in the body of your essay.</td>
</tr>
<tr>
<td><strong>State the thesis – the overall position that the essay will take on the topic (your thesis statement) i.e. whether you consider the standards and policies to be important or not.</strong></td>
<td>A concluding sentence&lt;br&gt;Restate to key ideas that have been covered in the body of your paragraph.</td>
<td>Finish with a strong, clear – not emotive – reiteration of what your essay has proven: its ‘message’.</td>
</tr>
</tbody>
</table>
Body – approximately 80% of word length

**Body Para 1** Explain the *first* key document: 100-250 words

**Body Para 2** Explain how the document guides clinical practice: 450-500 words. *Provide examples that explain how the key document will guide your clinical practice. The examples should be supported with credible academic literature.*

**Body Para 3** Explain the *second* key document: 100-250 words

**Body Para 4** Explain how the document guides clinical practice: 450-500 words. *Provide examples that explain how the key document will guide your clinical practice. The examples should be supported with credible academic literature.*

*Your body paragraphs should include a main idea that is proven, developed or illustrated by supporting evidence.*
Introductions ...

• Can ‘make’ or ‘break’ an essay.

• Usually you will come back and rewrite the introduction after you have planned and written the body of the essay.

• Introductions are usually not referenced.
Introductory paragraphs should:

✓ begin with a background sentence that contextualises the area of study
✓ include a thesis statement
✓ include sentences that outline the key points covered in the body of the essay
✓ conclude by restating the focus of the essay.

Download the information sheet on how to write an effective introduction.
Body paragraphs of an essay

• Information should be logically presented.
• Each paragraph contains a main idea/issue.
• Each idea is supported by evidence/research.
• Single sentence paragraphs or page long paragraphs are not acceptable.
• Information from other sources MUST be referenced correctly.
## Write your paragraph from the paragraph plan

<table>
<thead>
<tr>
<th>TOPIC SENTENCE</th>
<th>Say it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the main idea of the paragraph and say how it relates to the question</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORTING EVIDENCE</th>
<th>Prove it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provide evidence and support of how the main idea relates to the question.</td>
<td></td>
</tr>
<tr>
<td>• refer to your research</td>
<td></td>
</tr>
<tr>
<td>• use statistics, facts, arguments that develop a story about how your main idea relates to the question</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUDE IT</th>
<th>Clinch it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarise briefly how your main evidence helps to develop your main idea</td>
<td></td>
</tr>
</tbody>
</table>
**Topic sentence:**
Australians’ **wasteful attitude towards natural ecosystems** has been to the **detriment of the native fauna**.

**Supporting sentences:**
- **Supporting evidence 1** – land clearing – loss of native habitats – endangered species (CSIRO 2015)
- **Supporting evidence 2** – stats on number of endangered or extinct species as a result of loss of habitat (Environment Australia 2016)
- **Supporting evidence 3** – today problem of habitat fragmentation (Environmental Protection Agency 2014)

**Concluding sentences:**
The implications to native fauna have been so catastrophic that there are **many species that are now extinct**.
The conclusion includes:

- A statement of the essay’s overall position i.e. the thesis statement
- A summary of the main ideas presented in the body paragraphs
- A concluding sentence that provides a final comment to consolidate your overall argument.

A conclusion is not usually referenced, and no new information is introduced.

Download the information sheet on how to write an effective introduction.
Be cohesive and flowing

When writing academically, the information in each paragraph need to be in a sequential order so that the meaning is cohesive and easy to follow.
Cohesion in writing

**Cohesion is a ‘gluing together’ of ideas**
- It is the transitional words and phrases and cohesive ties that link ideas in a text assist the transition from one sentence to the next so that the unity of the text is achieved.

**Cohesive ties/ text connector/ transitional words**
- achieve unity and organisation within the paragraph.
- help the reader to understand how the points raised in the paragraph relate to each other and to the topic sentence.
• Addition - introducing a similar idea
  Furthermore,… In addition,…, and…, also

• Comparison - comparing ideas
  Compared with…, Similarly,…

• Contrast - contrasting ideas
  However,… Nevertheless,…, Although…

• Enumeration - numbering the sequence of items
  Next,… Then, Finally,…

• Result - Introducing a result (cause and effect)
  For that reason,… Since… Consequently,…

• Time and sequence - ordering the sequence of items
  Firstly,… Secondly,… Concurrently,…
Section 2: Research

- It is essential that the main ideas identified throughout the paper stem from scholarly research.
- All evidence used to support these ideas must be supported by referencing within the paragraphs.
- Attend the Collaborate session on how to reference.
Section 3: Informed Discussion

- An academic paper looks at all points of view from a broad range of scholarly sources.
- The writer needs to be objective in their views and write without bias.
- Research material needs to be from scholarly sources and evaluated to judge whether it is a credible source.
- The ideas and arguments are referenced
Section 4

**Editing**: Refine your essay by checking for punctuation, spelling, formality, and grammar.
## Formal writing

**Formal**

- No contractions – *do not* / *don’t*
- Use third person – *it, they…*
- No colloquialisms or slang
- Avoid phrasal verbs: *put up with* = *tolerate*
- Impersonal/ objective tone
- Not gender specific
- Compound/complex sentences
- Concise

<table>
<thead>
<tr>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractions</td>
</tr>
<tr>
<td>Use of first of second person</td>
</tr>
<tr>
<td>Colloquialism/ slang</td>
</tr>
<tr>
<td>Shorter or fragments sentences</td>
</tr>
<tr>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>Personal/emotional tone</td>
</tr>
<tr>
<td>Opinionated</td>
</tr>
</tbody>
</table>
The Federal Government does not manage the problems of individuals; however, much has been done to consider individual circumstances when writing policies.

I think the Federal Government doesn't want to deal with people's problems. But, I suppose a lot has been done to weigh up what people go through when making their policies. Which is good.
Avoid first person and vague pronouns

<table>
<thead>
<tr>
<th>First person</th>
<th>Second person</th>
<th>Third person</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me, We, us</td>
<td>You</td>
<td>He, she, it, them, one</td>
</tr>
<tr>
<td>My, myself, mine</td>
<td>Your, yours, yourself, yourselves</td>
<td>Him, his, her, herself, its, itself, their, themselves, one’s</td>
</tr>
<tr>
<td>Our, ours, ourselves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Change this paragraph into third person

I think that the environment is an important part of our culture. We are all responsible for maintaining it for the next generation. However, I think the government could be more proactive in its policy making, but you have to take your share of the responsibility to ensure that it will be passed on to the next generation in the same condition you found it.
Original:
I think that the environment is an important part of our culture. We are all responsible for maintaining it for the next generation. However, I think the government could be more proactive in its policy making, but you have to take your share of the responsibility to ensure that it is passed on to the next generation in the same condition you found it.

Improved:
Jones (2015) claims that the environment is an important part of Australian culture, and people living in Australia are responsible for maintaining the ecosystems for the next generation. However, Smith (2016) states that the government could be more proactive in its policy making, and individual responsibility is needed to ensure that the environment is passed on to the next generation in the same condition it was found.

These sentences are far from perfect; however, the level of formality has been improved by removing vague pronouns and first person.
Different types of sentences

There are three basic types of sentences.

1. Simple sentence
2. Compound sentence
3. Complex sentence

For more on how to improve your sentence structure, see sentence structure PowerPoint on Moodle.

Use a combination of sentence types in your writing. Avoid extremely long sentences.
Avoid fragment sentences

A sentence must be a complete thought.

• The students are fully engaged in the activity. = complete idea

• Because the students are fully engaged in the activity, ...

This is not a complete sentence. We need more information for this to communicate a complete idea. Avoid sentence fragments.
Avoid Colloquialisms or Clichés

Colloquialism (slang):
• *I was flat out finishing my assignment.* Next time I’ll *get my act together.*
• I had great difficulty finishing my assignment. In the future I will be more organised.

Cliché:
• *When all is said and done, students need to be responsible for themselves.*
• Finally, students need to be responsible for themselves.
Remember…

• Learn from feedback
• De-stress and keep things in perspective
• Remember your goals!
• When in doubt: ask, ask, ask!

✓ Ask your lecturer for issues related to the content matter of your assignments.
✓ Ask the ALC for referencing queries or issues related to grammar, spelling, punctuation and basic structure [http://alc.cqu.edu.au/](http://alc.cqu.edu.au/)
  
  (Allow 2-3 days for a response from the ALC)
And lastly …

- Use the **On-line submission form** and the **Query form** on the ALC website [www.cqu.edu.au/alc](http://www.cqu.edu.au/alc)
- Drop in and see us on a campus
- **Phone** us on (07) 4970 7211
- **Email** us at alc-advice@cqu.edu.au
- Join us for a chat or Collaborate session via Moodle
We appreciate your feedback
Thank you