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Evidence and referencing

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IN THIS SEMINAR...

KEY LEARNING OUTCOME: IMPROVING YOUR USE OF EVIDENCE IN ACADEMIC WRITING AND THE CONSISTENCY AND ACCURACY OF YOUR REFERENCES

- group reflections on the home exercise & feedback on examples from you
- theory: types of evidence in academic writing, common mistakes in evidence & referencing, evidence & referencing checklist and top tips for referencing
- Live marking
 - MA dissertation –focus on use of evidence and referencing
- Questions and discussion

Home exercise - evidence and referencing

Let's share some general comments about the exercise, before looking at examples from you...

- What counts as 'evidence' in academic writing?
- What are the main types of evidence you use in your essays and dissertations?
- How do you manage your references?
- What are the challenges you encounter when using evidence and references?

Your examples (1)



The essay submitted for university

- In international development, cases are important, so most essays that I wrote use specific cases. The essay that I chose for this seminar activity also includes a specific case study for topic.

The evidence I used in my essay

- I mainly used Songdo New City to examine the interplay of neoliberalism and developmental state model in East Asian urban development. Also, I applied the case to theoretical frameworks which effectively explain what I addressed in my essay.

A list of evidences in my essay

- A specific case: Songdo New City
- Theory framework: Neoliberal urbanism and developmentalism

Other types of evidence

- ✓ Secondary literatures which support the main argument and explain the brief history of South Korean trajectory in urban development.

Types of Evidence:

1. Statistics: specific numbers from research or statistic agency
2. Case studies and observations: systematic examinations and class performance and so on
3. Textual Evidence: quotations, paraphrases, and summarizes
4. Graphs: charts, photos, drawings, etc.
5. Examples: specific instances that support arguments
6. Facts: the ideas that are proven to be true
7. Authorities: experts' relevant literature
8. Anecdotes: some narratives, like personal experience

Your examples (2)

"Since the start of the Independence, democracy had been deemed as a form indicating development, equity and modernity, as those definitions well fit the pursuit of those international organizations like NGOs, more importantly the dream of Indian citizens (Paley, 2002, pp. 469-97). (Paley, 2001) The rise of Hindu Nationalism also showed a trend of increasing social status of the lower castes groups and former untouchables, by reserving quotas in government jobs, education, and the legislative assemblies (S. Tambiah 1996), (Tambiah, 1997) their propaganda did the same as well. Michelutti (Micheluti, 2007) (2007) gives a name to the democracy operated in the special Indian context, vernacularization. According to him, there are still competitions among castes in other forms (Michelutti 2007). According to Michelutti (2007), there are still competitions among castes in other forms.

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The author's name in the reference and essay are not congruent in fonts.

Author's first name was added to the quote in the essay

Tautology of reference

PALEY, J. 2001. *Marketing democracy: power and social movements in post-dictatorship Chile*. Berkeley: University of California Press. 2002. Towards an anthropology of democracy. *Annual Review of Anthropology* 31, 469-97.

TAMBAH, S. 1997. *Levelling crowds: ethnonationalist conflicts and collective violence in South Asia*. Berkeley: University of California.

Michelutti, Lucia. "The Vernacularization of Democracy: Political Participation and Popular Politics in North India." *Journal of the Royal Anthropological Institute* 13.3 (2007): 639-56. Web."

- ✓ Paley, J. (2001) 'Marketing democracy: power and social movements in post-dictatorship Chile', *Towards an anthropology of democracy, Annual Review of Anthropology*. Berkeley: University of California Press. 31, pp. 469-97.
- ✓ Tambiah, S (1997) *Levelling crowds: ethnonationalist conflicts and collective violence in South Asia*. Berkeley: University of California.
- ✓ Michelutti, L. (2007) 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India.' *Journal of the Royal Anthropological Institute*, 13 (3), pp. 639-56. Web. (Link should be added here)

Where does evidence & referencing fit in the marking criteria?

Marking Criteria for Dissertations

	Inadequate	Adequate	Fair	Good	Excellent	Outstanding	Exceptional
	1-19: 5 inadequate 1-5 20-29: 4 inadequate 1-5 30-39: 3 inadequate 1-5	40-49: Majority of 1-5 Adequate or higher	50-59: Majority 1-5 Fair or higher	60-69: Majority 1-5 Good or higher	70-79: Majority 1-5 Excellent or higher	80-89: Majority 1-5 Outstanding or higher	90+: Majority 1-5 Exceptional
1. Research Aims & grasp of subject area	Very limited or no grasp of area. Muddled or derivative research aims.	Limited grasp of subject area. Confused or vague research aims.	Some grasp of subject area & reasonable research aims.	Sound grasp of subject area & focused, relevant research aims.	Deep grasp of subject area & originality in main research aims.	Impressive grasp of subject area & highly significant research aims.	Exceptional grasp of subject area; research aims equivalent to journal.
2. Research techniques	Very limited fieldwork or independent research. Little familiarity w/ methods or serious flaws in use.	Limited fieldwork or independent research. Basic familiarity with methods, possibly with errors in application.	Evidence of fieldwork or independent research. Familiarity with application of appropriate methods.	Significant fieldwork or independent research. Clear familiarity with application of appropriate methods.	Substantial fieldwork or independent research. High ability in selection, application & discussion of methods.	Impressive fieldwork or independent research. Innovative selection, application, & discussion of research techniques.	Exceptional form of fieldwork or independent research paired with an expert-level discussion of research techniques.
3. Reading	Very limited or irrelevant reading.	Significant omissions in reading with weak grasp of literature consulted.	Evidence of relevant reading & grasp of literature consulted.	Evidence of plentiful relevant reading & sound grasp of literature.	Extensive reading & thorough grasp of literature consulted.	Impressive review & grasp of relevant literatures.	Expert-level review & innovative synthesis suitable for a journal.
4. Interpretation of evidence	Primarily descriptive analysis; limited, summary discussion of findings.	Limited critical analysis & subsequent discussion of implications.	Reasonable critical analysis & subsequent discussion of implications.	Sound critical analysis & meaningful discussion of implications.	Innovative critical analysis & originality in discussion of implications.	Impressive critical analysis & highly significant discussion of findings.	Critical analysis & subsequent discussion suitable for a journal.
5. Structure & development of argument	Confused, rambling or repetitive structure leading to incoherent argument.	Poor organisation seriously detracts from the development of argument.	Structure sometimes detracts from the development of argument.	Conventional structure with rare digressions occasionally marring the argument.	Logical, coherent structure that persuades of the author's argument.	Innovative structure that enhances the development of argument.	Highly original structure that adds substantially to the development of argument.
6. Writing & communication	Style, grammar & word choice seriously interfere with comprehension. (-3)	Style, grammar & word choice seriously detract from conveying of ideas. (-2)	Style, grammar & word choice sometimes detract from conveying of ideas. (-1)	Style, grammar & word choice rarely detract from conveying of ideas. (0)	Style & word choice show fluency with ideas & flashes of verve. (1)	Style & word choice greatly enhances ideas & demonstrates verve. (2)	Reads as if professionally copy edited. (3)
7. Presentation & references²	Poorly formatted or inappropriate visuals; very limited references. (-3)	Formatting, visuals & referencing seriously distract from argument. (-2)	Formatting, visuals & referencing satisfactory. (-1)	Formatting, visuals & referencing rarely detract from argument. (0)	Formatting, visuals & referencing are impeccable. (1)	Formatting, visuals & referencing actively contribute to argument. (2)	Exceptional presentation with impeccable format & references. (3)

Source: UCL Masters' subject specific marking criteria

Main types of evidence in academic writing

ACADEMIC TEXTS

- Most references in dissertations tend to be academic texts.
- These are the books, book chapters and articles you read.
- Even if something is published, try to be critical and assess the quality of the book or journal from which you'll be referencing.

GREY LITERATURE

- Grey literature can be helpful for some topics, especially those on which little has been written to date.
- This includes research which has been published in non-commercial form or unpublished research.
- Examples: government reports and policy papers, working papers, white papers and evaluations.

ORIGINAL RESEARCH

- Most dissertations include an element of original research.
- Examples include interview quotations used in text, statistical evidence & many others.
- If you conduct research, think carefully about the methodology and methods you'll choose and what type of data would be collected and how to best employ it in the text to nuance and demonstrate your arguments.

Can you think of other examples of either primary or secondary sources?

Common mistakes in the use of...

evidence

OVER-RELIANCE ON QUOTES

Evidence use goes further than quotes or describing the sources you use. Quotes are needed in some cases, such as when using a specific definition (and explaining why you chose it). Question any paragraphs that are built on a sequence of short quotes or summary of papers.

referencing

INCOMPLETE REFERENCES

Incomplete references are a sign of patchy note taking or insufficient time for proofreading. Good essay planning and setting time for checking your work before submitting would solve this common problem.

OUTDATED RESEARCH

For most dissertation topics, it is key that you show your understanding of the current debates in the relevant literature. There will always be some older sources that can be helpful for your research – particularly on the theoretical side. To demonstrate your dissertation contributes to a literature gap, knowing where the literature is at currently is crucial.

INCONSISTENT REFERENCES

Make sure you include page numbers when you use direct quotes. Use your chosen referencing style consistently. Check that the years referenced in the text match the years in the references list and that author names are spelled correctly.

USE OF EVIDENCE & REFERENCES CHECKLIST FOR DISSERTATIONS

Practise critical thinking on your own work!

SUPPORTING EVIDENCE

- Is all evidence I use relevant to my arguments?
- Am I using my own words where I can?
- Is my writing descriptive, when it can be more critical?
- Do I use a good amount of evidence in each section of my writing?

TABLE OF CONTENTS & (SUB-)SECTION NUMBERS

- Does my dissertation have a table of contents?
- Is the table of contents easy to follow and show the overall structure of the dissertation?
- Did I double-check the page numbers match before submitting?
- If you used footnotes, are those numbered and formatted appropriately in the text?

FIGURES & ILLUSTRATIONS

- Have I labelled all my figures correctly?
- Did I include a list of figures below my table of contents?
- Are any figures interfering with the text? Can I reformat the document, so it is easier to follow?
- Are my in-text references to my figures correct?

BIBLIOGRAPHY

- Are all my references included in my bibliography or reference list?
- Is my list in the correct alphabetical order?
- Is the list formatted correctly?
- Is there anything missing from the references?

8 top tips for referencing

- Always check the required reference style for your specific assignment, department and university. Double-check with your course tutor if unsure.
- Use the referencing style consistently – don't mix and match.
- Keep good notes, always including page numbers for specific quotes and the full bibliographic reference of the source for each reading you do.
- Use direct quotes with moderation.
- Use a reference manager if you don't already. This will save a lot of time, especially for dissertations.
- If you use non-standard sources and you are not sure about how to reference them, don't guess – check using your style guide.
- Check that each in-text reference has a corresponding record in your references list or bibliography.
- Set aside sufficient time to reference accurately and consistently.

LIVE ESSAY MARKING - HOW MARKERS ASSESS YOUR EVIDENCE & REFERENCING

- MA dissertation, SOAS, London
- Title: "How does heteronormativity negatively affect queer women in different spheres of life in contemporary Japan?: Analysed through queer female voices in Japan"



QUESTIONS & DISCUSSION





Next week

Seminar 7: Developing your academic writing style (with Alexandra)

An exercise on academic writing style will be sent via email and discussed in the seminar.
Home exercises will be emailed to you every Monday morning – make sure to check your inbox before the Thursday class.