



# Mastering Academic Writing for Success



Rae M





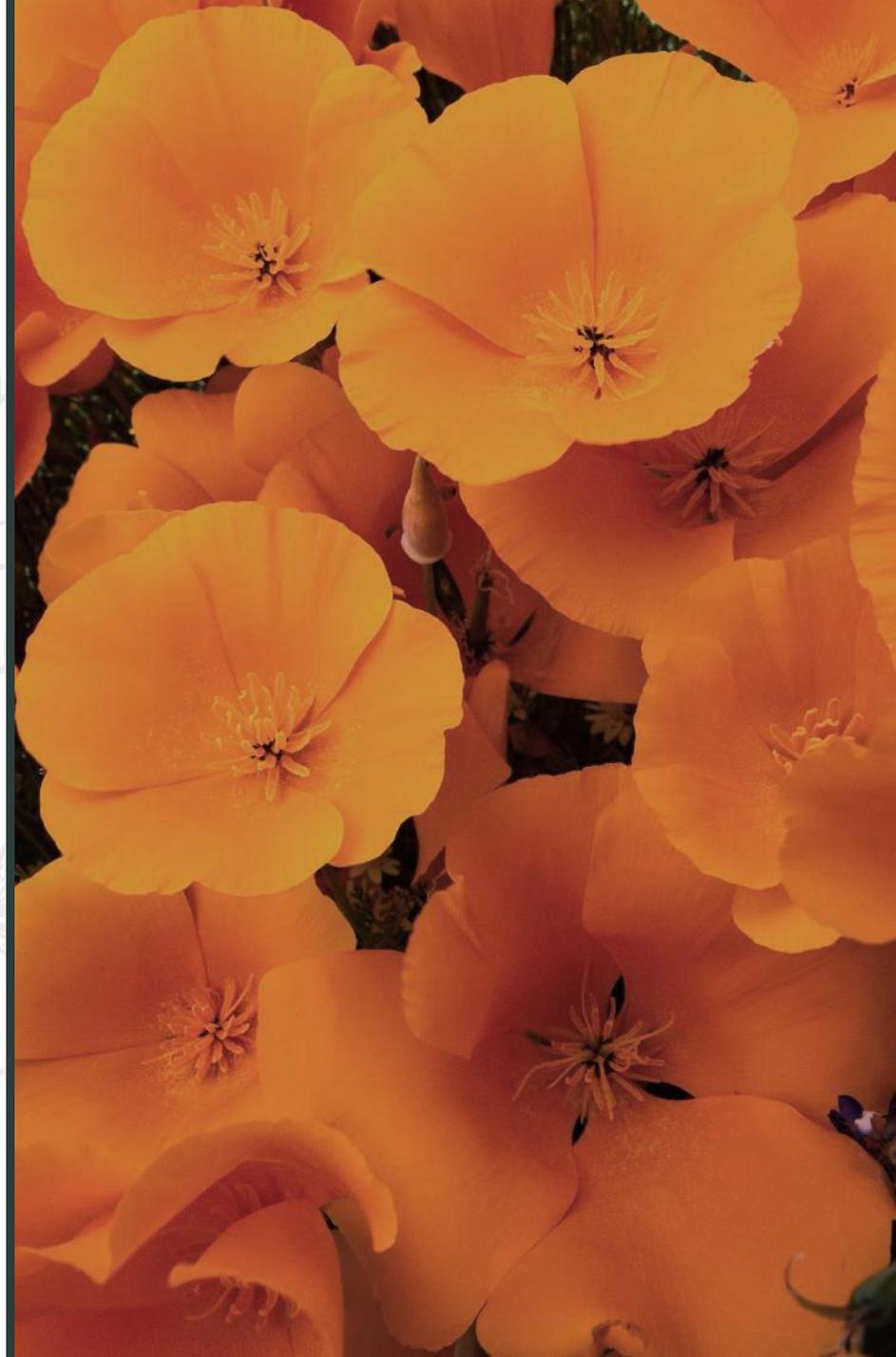
# What is Academic Writing?



# What is Academic Writing?



**Academic writing is a formal style of writing used in educational and scholarly contexts. It is designed to convey complex ideas and arguments clearly and precisely. Here are some key characteristics and examples to help you understand it better:**





## Definition and Purpose:

Explanation of academic writing as formal, objective, and evidence-based writing used in research papers, essays, and reports. (Arguments use impartial language, which is not personal, judgmental, or emotive. Objective language, therefore, is considered fair and accurate. It avoids exaggeration and bias and shows respect for the views of others).



- **Key Characteristics:**

- Use of precise language, avoiding colloquialisms (informal conversation) and personal opinions.
- Formal Tone: Uses formal language and avoids colloquialisms and slang.
- Objective: Focuses on facts and evidence rather than personal opinions.
- Structured: Follows a clear structure, often with an introduction, body, and conclusion.
- Evidence-Based: Supports arguments with evidence from credible sources.
- Precise Language: Uses specific and precise language to convey ideas clearly.

- **Essay:**

- *Example: “The Role of Social Media in Modern Communication”*
- **Introduction**: Introduces the topic and presents the thesis statement.
- **Body**: Discusses various aspects of social media’s impact on communication, supported by research and examples.
- **Conclusion**: Summarizes the main points and restates the thesis in light of the discussion, no new information is added in the conclusion.

- **Research Paper:**

- *Example:* “The Effects of Climate Change on Marine Biodiversity”

- **Abstract:** Provides a brief summary of the research.
    - **Introduction:** Introduces the research question and background information.
    - **Methodology:** Describes the methods used to conduct the research.
    - **Results:** Presents the findings of the research.
    - **Discussion:** Analyzes the results and their implications.
    - **Conclusion:** Summarizes the research and suggests future research directions.





Academic writing is essential for communicating complex ideas and contributing to scholarly discussions. It requires clarity, precision, and a strong foundation of evidence to support your arguments.

Academic Writing

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A single, light-colored feather is positioned centrally below a horizontal line.



# What is Academic Reflective Writing?



# Academic Reflective Writing



Academic Reflective writing is a process where you **analyse and evaluate your personal experiences, thoughts, and feelings**. It goes beyond simply describing events; it involves critical thinking and introspection to gain deeper insights and learn from those experiences. This type of writing is often used in educational settings, professional development, and personal growth



- **Definition and Purpose:** Overview of academic reflective writing as a personal, subjective (Subjective writing is writing that cannot be verified, because it expresses feelings, opinions, and judgements.) style of writing used to express thoughts, feelings, and learning experiences.

- **Key Characteristics:**
  - **Informal tone** and first-person perspective.
  - **Focus on personal experiences, insights, and growth.**
  - Use of reflective models (e.g., Gibbs' Reflective Cycle, Kolb's Learning Cycle).
  - Connection between theory and personal experience.
  - **Analytical:** It involves examining your experiences and understanding their significance.
  - **Subjective:** It includes your personal thoughts, feelings, and opinions.
  - **Structured:** It often follows a specific format, such as describing the experience, analysing it, and reflecting on what you learned.
  - **First-person perspective:** It is usually written in the first person, using "I" statements
- **Examples:** Show excerpts from reflective journals, learning logs, or personal essays.
  - Personal Journal Entry:
    - **Example:** "Today, I realized that the more I try to control outcomes, the less control I feel. Letting go isn't about giving up; it's about understanding that some things are beyond my grasp."

# Example



## Reflective Essay for Academic Assignment:



- **Example:** “During my internship, I faced several challenges that tested my problem-solving skills. One particular incident involved a miscommunication with a team member, which taught me the importance of clear and concise communication in a professional setting.”

# Comparing Academic and Academic Reflective Writing: Side-by-Side Comparison



- o **Purpose: Objective analysis vs. personal reflection**
- o **Structure: Thesis-driven argument vs. narrative exploration of experiences.**
- o **Language: Formal vs. conversational.**
- o **Perspective: Third person vs. first-person.**



# The difference between Academic Writing and Academic Reflection:

The difference between **academic writing** and **academic reflection** (Grigorenko, 2021) lies in their purpose, structure, tone, and approach. Here's a breakdown:



## 1. Purpose:

- **Academic Writing:** The primary goal is to present research, analysis, and arguments in a **clear, structured, and evidence-based manner**. It focuses on **conveying knowledge, building arguments, and demonstrating understanding of a topic**.
- **Academic Reflection:** The purpose is to **critically analyze and reflect on personal learning experiences, linking them to academic theories or concepts**. Academic reflection connects personal experiences or growth with academic insights.

## 2. Structure:

- **Academic Writing:** It follows a formal structure, typically including an introduction, literature review, methodology, analysis, and conclusion. The structure is linear and logical, with clear arguments supported by evidence.
- **Academic Reflection:** While still requiring coherence, reflective writing is more flexible in structure. It often follows reflective models like Gibbs' Reflective Cycle or Kolb's Learning Cycle, which guide the reflection through stages (e.g., description, analysis, and action planning).



# The difference between Academic Writing and Academic Reflection:



## Tone and Style:

- **Academic Writing:** The tone is formal, objective, and impersonal, usually written in the third person. It prioritizes clarity, precision, and logical argumentation.
- **Academic Reflection:** The tone can be more personal and subjective, often written in the first person ("I"). It encourages exploring personal experiences, emotions, and thoughts while still linking these reflections to academic theories or principles.

## . Approach:

- **Academic Writing:** Emphasizes critical analysis, logical argumentation, and synthesis of research. It relies heavily on citations and references to support claims.
- **Academic Reflection:** Focuses on self-awareness, critical thinking, and personal insight. While it still references academic theories, it integrates these with personal experiences and reflections on learning.



# The difference between Academic Writing and Academic Reflection:



## 5. Content Focus:

- **Academic Writing:** Primarily discusses external sources, theories, evidence, and arguments related to a particular subject or research question.
- **Academic Reflection:** Blends academic content with personal learning experiences, critically reflecting on what has been learned and how it impacts one's understanding or practice.

**Summary: Academic Writing** is more about presenting knowledge and arguments in a structured, formal way, whereas **Academic Reflection** is about connecting academic learning with personal experiences to gain deeper insights. Reflective writing in an academic context still adheres to academic standards but allows for a more personal and introspective approach.





# What is Critical academic reflective writing?

**Critical academic reflective writing is a form of writing that combines critical analysis with reflective thinking. It involves analysing experiences, events, or concepts and reflecting on their deeper meanings, implications, and impact on personal or professional growth. This type of writing is common in academia, especially in fields that require self-awareness, practice-based learning, or integration of theory and practice.**



## Critical academic reflective writing

# Key Characteristics:



- 1. **Critical Analysis:**
  - Goes beyond mere description or narration to analyze situations, theories, or concepts.
  - Involves evaluating ideas, identifying assumptions, and considering alternative perspectives.
- 2. **Reflection:** 
  - Explores personal experiences, thoughts, and feelings.
  - Examines how experiences align with or challenge theoretical frameworks or knowledge.
- 3. **Academic Rigor:**
  - Incorporates evidence from academic literature to support insights or critiques.
  - Maintains a formal and coherent writing style.
- 4. **Integration of Theory and Practice:**
  - Connects personal or professional experiences with academic theories and concepts.
- Forward-looking:
  - Identifies lessons learned and plans for future actions or improvement.

# Structure of Critical Reflective Writing:

- **Introduction:**
  - Briefly describe the experience or topic being reflected upon.
  - State the purpose and scope of the reflection.
- **5. Description:**
  - Provide a concise overview of the event, concept, or experience.
  - Include only essential details to set the context.
- **6. Analysis:**
  - Critically examine the experience or concept.
  - Discuss the challenges, successes, and areas of uncertainty.
  - Link insights to academic theories or frameworks.
- **7. Reflection:**
  - Discuss personal feelings, reactions, and insights gained.
  - Evaluate how the experience has influenced your understanding or practice.
- **8 Conclusion and Action Plan:**
  - Summarize the key learning points.
  - Propose future actions, strategies, or changes based on the reflection





# Tips for Effective Writing:

# Avoiding bias and subjective language: Bias



**Definition:** Bias is a tendency to lean in favor of or against a person, group, idea, or thing, often in a way that is unfair or unsupported by evidence. In writing, bias manifests when a writer shows favoritism or prejudice, either consciously or unconsciously, affecting the objectivity of the work (Pannucci & Wilkins, 2010).

## Examples of Bias in Writing:

- **Gender Bias:** Using language that reinforces stereotypes, e.g., “The Nurse should do her job well,” assuming all nurses are female.
- **Cultural Bias:** Making assumptions about cultures, e.g., “Western culture is the most advanced.”
- **Political Bias:** Favoring one political viewpoint without considering others fairly, e.g., “Only this political party has the right answers.”
- **Impact: Bias** can distort information, leading to unfair or inaccurate conclusions. It undermines the credibility of academic writing, which should strive to be objective and balanced.



# Subjective Language:

**Definition:** Subjective language expresses personal opinions, feelings, beliefs, or interpretations rather than facts. Unlike objective language, which is neutral and fact-based, subjective language is influenced by individual perspectives and emotions (Pannucci & Wilkins, 2010).



## Characteristics of Subjective Language:

- Use of emotive words: Words that evoke emotions, e.g., “This policy is a disaster.”
- Personal judgments or opinions: Statements based on personal belief rather than evidence, e.g., “I believe that this approach is the best.”
- Vague or imprecise terms: Words like “good,” “bad,” “amazing,” or “terrible” are subjective because they are open to personal interpretation.



## Examples of Subjective Language:

- “I think this book is fantastic.”
- “This solution is clearly the best one.”
- “The new policy is unfair and harmful.”

Impact: Subjective language introduces personal bias into the writing, making it less suitable for academic contexts where the focus is on evidence, logic, and critical analysis.



# How to Avoid Bias and Subjective Language in Academic Writing (Pannucci & Wilkins, 2010):

- **Use Objective Language:** Focus on facts and evidence rather than personal beliefs or feelings. For example, instead of saying, “This is a terrible decision,” say, “This decision led to negative outcomes according to the data.”
- **Present Balanced Views:** Consider different perspectives, even if they don’t align with your own, and provide evidence for all claims.
- **Avoid Stereotypes and Assumptions:** Don’t generalize groups of people or make statements based on unfounded beliefs.
- **Be Precise and Specific:** Use clear and measurable terms rather than vague language. For example, replace “many people think” with “according to a recent survey, 65% of respondents believe...”

In summary, bias involves showing favoritism or prejudice in writing, while subjective language reflects personal opinions or feelings. In academic writing, it is essential to avoid both by using objective, evidence-based language that is clear, precise, and fair, Ensuring clarity and coherence in argumentation.

# Academic Reflective writing Theories

## Gibbs' Reflective Cycle (Healey & Jenkins, 2000).

Gibbs' Reflective Cycle is a framework used for structured reflection on experiences developed by Graham Gibbs in 1988, typically in professional or educational settings. It consists of six stages that guide you through a process of thinking deeply about an experience and learning from it:

**Description: What happened? Provide a factual account of the experience without interpreting or analyzing it. Describe what happened during the experience.**

- **Example: “I was part of a team project where we had to present our findings to the class.”**

**Feelings: What were you thinking and feeling during the experience? Reflect on your emotional response and thoughts. Reflect on your thoughts and feelings during the experience**

- **Example: “I felt nervous before the presentation but relieved once it was over.”**

**Evaluation: What was good and bad about the experience? Assess what went well and what didn't.**

- **Example: “The presentation went well, but I felt we could have been more prepared.”**





# Academic Reflective writing Theories

## Gibbs' Reflective Cycle (Healey & Jenkins, 2000).

**Analysis: Why did things go well or poorly? Break down the experience and consider factors that influenced the outcome. Analyze why things happened the way they did.**

**Example: “Our lack of preparation was due to poor time management and communication within the team.”**

**Conclusion: What have you learned? Identify key takeaways and what could have been done differently.**

**Example: “I learned the importance of planning and effective communication in team projects.”**

**Action Plan: What would you do next time? Plan how you would approach a similar situation in the future, using your insights.**

**Example: “Next time, I will ensure we have regular team meetings and a clear timeline for tasks.”**

# Academic Reflective writing Theories

## Kolb's Learning Cycle (Galli & New, 2022).



**Kolb's Learning Cycle, also known as Kolb's Experiential Learning Theory (ELT) , developed by David Kolb in 1984, is a model that explains how people learn through experience. It consists of four stages that learners go through in a continuous cycle:**



# Academic Reflective writing Theories

## Kolb's Learning Cycle (Galli & New, 2022).



**Concrete Experience (Doing):** This is where the learning process begins with a hands-on experience. It involves actively participating in an event or activity, where the learner encounters a new experience or reinterprets an existing experience.

**Example: Participating in a group project for the first time.**

**Reflective Observation (Reflecting):** After the experience, learners reflect on what happened. They think about the experience from different perspectives and consider what went well and what could have been done differently.

**Example: Reflecting on the group dynamics and how effectively the team worked together.**

**Abstract Conceptualization (Concluding):** Learners draw conclusions and develop theories or concepts based on their reflections. They formulate general principles that can be applied to new situations. The learner forms new ideas or modifies existing concepts based on the reflections.

**Example: Developing a theory about effective teamwork and communication**

**Active Experimentation (Applying):** Learners apply their newly formed concepts to real-life situations. They test their ideas and learn through trial and error, which leads to new concrete experiences, continuing the cycle.

# Academic Reflective writing Theories

## Kolb's Learning Cycle (Galli & New, 2022) Practical Example:.



**Imagine you are learning to play a musical instrument:**



**Concrete Experience:** You attend a music lesson and learn to play a new piece.

**Reflective Observation:** You think about what went well and what was challenging during the lesson.

**Abstract Conceptualization:** You develop a practice plan to improve your skills based on your reflections.

**Active Experimentation:** You follow your practice plan and adjust it as needed based on your progress.

**Kolb's model emphasizes that effective learning involves engaging in all four stages of the cycle, allowing learners to develop practical skills and deeper understanding through active experience, reflection, conceptualization, and application.**

# Essay Structure: (Introduction, Body, Reflection, Conclusion, Reference list)



Including reflection in an academic essay adds depth by allowing you to engage with the material on a personal level. Here's how to integrate reflection into the standard essay structure:

## 1. Understand the Assignment

- Identify if reflection is required or encouraged.
- Clarify the focus of the reflection (personal insight, connection to theory, etc.).

## 2. Research and Gather Information

- Collect relevant data, theories, or perspectives related to your topic.
- Reflect on how these sources align with or challenge your own views.



# Essay Structure: (Introduction, Body, Reflection, Conclusion, Reference list)



## 3. Create an Outline with Reflection

### I. Introduction

- Hook: Engage the reader with an interesting fact, quote, or question.
- Context: Provide background on the topic.
- Thesis Statement: Present your main argument or position.
- Essay Map: Outline the main points, including where reflection will be incorporated.



# Essay Structure: (Introduction, Body, Reflection, Conclusion, Reference list)



## II. Body Paragraphs

- Topic Sentence: Introduce the main point of the paragraph.
- Evidence and Analysis: Present evidence and analyze it.
- Reflection: Include a personal reflection or insight related to the evidence. Consider:
  - o How does this information resonate with or challenge your understanding?
  - o What personal experiences or observations relate to this point?
  - o How does this evidence fit into the broader context of the topic?

Repeat this structure for each body paragraph, integrating reflection where relevant.



# Essay Structure:

## (Introduction, Body, Reflection, Conclusion, Reference list)



### III. Counterarguments or Reflection (Optional)



- Present opposing viewpoints.
- Refute these arguments with evidence and analysis.
- Include reflection on why these counterarguments are significant or how they influence your perspective.

### IV. Conclusion

- Restate your thesis and summarize your main points.
- Reflect on the overall implications of your findings and argument.
- Consider personal growth or shifts in perspective that occurred through writing the essay.
- End with a final thought or broader implication, integrating your reflective insights.

# Write the Essay with Reflection



- Maintain a balance between presenting evidence and integrating personal insights.
- Use reflective language (e.g., "I found that," "This made me realize," "My experience shows").
- Ensure that reflection is relevant to the argument and not just personal opinion.

## 5. Revise and Edit

- Proofread for grammar, spelling, and coherence.
- Check that reflections are thoughtfully integrated and add value to your argument.
- Ensure your essay maintains academic rigor while incorporating personal insights.



# Write the Essay with Reflection



## 6. Formatting and Final Touches

- Format according to guidelines (e.g., APA, Harvard, MLA).
- Include necessary sections such as title page, headers, and bibliography.
- Review citations and references for accuracy.



## Summary of Reflective Structure:

1. Introduction: Hook → Context → Thesis → Reflection Setup.
2. Body Paragraphs: Topic Sentence → Evidence → Analysis → Reflection.
3. Counterarguments (Optional): Present and Refute → Reflect.
4. Conclusion: Restate Thesis → Summarize Points → Reflect on Insights and Implications.

By incorporating reflection, your essay will not only present a well-structured argument but also offer personal insights and connections, enhancing the depth and relevance of your analysis.



# Explaining vs Defining

In academic writing, defining and explaining serve distinct roles but often complement each other:

## 1. Defining:

Defining involves providing a clear and concise meaning of a term or concept. It focuses on the essential characteristics that distinguish the term from others.

- **Purpose:** To establish a clear, precise understanding of terms or concepts that are crucial for the reader to follow the argument or analysis.
- **Characteristics:** Definitions should be clear, concise, and derived from authoritative sources when possible. They often include essential characteristics and may be accompanied by citations to established sources or theoretical frameworks.
- **Example:** In a paper on psychological theories, you might define “cognitive dissonance” as "the mental discomfort experienced when holding two or more contradictory beliefs, values, or attitudes simultaneously" (Festinger, 1957).
- Example:

Term: Photosynthesis

Definition: Photosynthesis is the process by which green plants and some other organisms use sunlight to synthesize foods with the help of chlorophyll.

# Explaining vs Defining



## 2. **Explaining:**

Explaining involves providing a detailed account of how something works or why something happens. It often includes definitions but goes further to describe processes, reasons, and relationships

- o **Purpose:** To elaborate on a concept, theory, or process to ensure the reader fully understands its application, significance, or implications. This often involves contextualizing, providing examples, and discussing its relevance or impact.

- o **Characteristics:** Explanations are typically more detailed than definitions and include context, background information, and elaboration on how a concept applies or operates in different scenarios.

- o **Example:** After defining “cognitive dissonance,” you might explain how this theory applies to consumer behaviour, detailing how consumers experience discomfort when their purchase decisions conflict with their pre-existing beliefs and how this affects future purchasing behaviour.

**Term:** Photosynthesis

**Explanation:** Photosynthesis is the process by which green plants and some other organisms use sunlight to synthesize foods with the help of chlorophyll. During photosynthesis, plants take in carbon dioxide from the air and water from the soil. Using sunlight as energy, they convert these into glucose and oxygen. The glucose provides energy for the plant, while the oxygen is released into the atmosphere

# Explaining vs Defining



Term: Photosynthesis

Explanation: Photosynthesis is the process by which green plants and some other organisms use sunlight to synthesize foods with the help of chlorophyll. During photosynthesis, plants take in carbon dioxide from the air and water from the soil. Using sunlight as energy, they convert these into glucose and oxygen. The glucose provides energy for the plant, while the oxygen is released into the atmosphere





# Mastering Harvard Referencing Style and Plagiarism:

**Objective:** To equip participants with the knowledge and skills to accurately reference sources using the Harvard referencing style.



# What is Referencing ?

- It is a method used to demonstrate to your readers that you have conducted a thorough and appropriate literature search,
- and reading. Equally, referencing is an acknowledgement that you have used the ideas and written material belonging to
- other authors in your own work.
- As with all referencing styles, there are two parts: citing, and the reference list.

# WHY SHOULD I REFERENCE??



- Referencing is crucial to you to carry out successful research, and crucial to your readers so they can see how you did
- your research. Knowing why you need to reference means you will understand why it is important that you know how
- to reference.



## What Is Referencing?

- 1. Accurate referencing is a key component of good academic practice and enhances the presentation of
- your work: it shows that your writing is based on knowledge and informed by appropriate academic reading.
- 2. You will ensure that anyone reading your work can trace the sources you have used in the development of
- your work, and give you credit for your research efforts and quality.
- 3. If you do not acknowledge another person's work or ideas, you could be accused of plagiarism

# Citing one author



- There are a number of rules relating to citations depending on the number of authors of a work, and if you are citing
- a quotation. 
- A recent study investigated the effectiveness of using Google Scholar to find medical research (Henderson, 2005).
- or
- Henderson (2005) has investigated the effectiveness of Google Scholar in finding medical research.

# Citing two or three authors



- If the work has two or three authors, include all names in your citation. For more than three authors
- Recent research indicates that the number of duplicate papers being published is increasing (Arrami & Garner, 2008).
- Evidence shows that providing virtual laboratory exercises as well as practical laboratory experience enhances
- the learning process (Barros, Read & Verdejo, 2008).

# Citing four or more authors

If the work has four or more authors/editors the abbreviation 'et al' should be used after the first author's name. It is also

acceptable to use 'et al' after the first author if the work has three authors.

## Using the Harvard Style

Social acceptance of carbon capture and storage is necessary for the introduction of technologies (van Alphen et al, 2007).



# Citing a direct quotation

If a direct quote from a book, article, etc., is used you must:

- Use single quotation marks (double quotation marks are usually used for quoting direct speech)
- State the page number

Simons, Menzies and Matthews (2001) state that the principle of effective stress is ‘imperfectly known and understood by many practicing engineers’ (p.4).





## Citing an image/illustration/table/diagram/photograph/figure/picture

You should provide an in-text citation for any images, illustrations, photographs, diagrams, tables or figures that you reproduce in your work, and provide a full reference as with any other type of work.

They should be treated as direct quotes in that the author(s) should be acknowledged and page numbers shown; both in your text where the diagram is discussed or introduced, and in the caption you write for it.

In-text citation: Table illustrating checklist of information for common sources (Pears and Shields, 2008:p.22). or 'Geological map of the easternmost region of São Nicolau' (Ramalho et al, 2010:p.532).



## Citing works by the same author written in the same year

If you cite a new work which has the same author and was written in the same year as an earlier citation, you must use

a lower case letter after the date to differentiate between the works.

Communication of science in the media has increasingly come under focus, particularly where reporting of facts and research is inaccurate (Goldacre, 2008a; Goldacre, 2008b).



# Book: print



Author/Editor (if it is an editor always put (ed.) after the name)

(Year of publication)

Title (this should be in italics)

Series title and number (if part of a series)

Edition (if not the first edition)

Place of publication (if there is more than one place listed, use the first named)



Simons, N. E., Menzies, B. & Matthews, M. (2001) *A Short Course in Soil and Rock Slope Engineering*. London, Thomas Telford Publishing.

# Book: online/electronic



Author/Editor (if it is an editor always put (ed.) after the name)

(Year of publication)

Title (this should be in italics)

Edition (if not the first edition)

[Online] Place of publication

(if there is more than one place listed, use the first named) Publisher Available from: URL

[Date of access]

**Simons, N. E., Menzies, B. & Matthews, M. (2001) *A Short Course in Soil and Rock Slope Engineering*. [Online] London, Thomas Telford Publishing. Available from: <http://www.myilibrary.com?ID=93941> [Accessed 18th June 2008].**



# Book: chapter in an edited book



Author of the chapter

(Year of publication)

Title of chapter followed by In:

Editor (always put (ed.) after the name)

Title (this should be in italics)

Series title and number (if part of a series)

Edition (if not the first edition)

Place of publication (if there is more than one place listed, use the first named)

Publisher

Page numbers (use 'p.' before a single page number and 'pp.' where there are multiple pages)



Partridge, H. & Hallam, G. (2007) Evidence-based practice and information literacy. In: Lipu, S., Williamson, K. & Lloyd, A. (eds.) *Exploring methods in information literacy research*. Wagga Wagga, Australia, Australia, Centre for Information Studies, pp. 149-170.

# Journal article: print



Author

(Year of publication)

Title of journal article

Title of journal (this should be in italics)

Volume number

Issue number

Page numbers of the article (do not use 'p'. before the page numbers)

Chhibber, P. K. & Majumdar, S. K. (1999) Foreign ownership and profitability: Property rights, control, and the performance of firms in Indian industry. *Journal of Law & Economics*, 42 (1), 209-238.



# Journal: Online



Author

(Year of publication)

Title of journal article Title of journal (this should be in italics)

[Online]

Volume number Issue number

Page numbers of the article (do not use 'p'. before the page numbers)

Available from: URL or DOI [Date of access]

Arrami, M. & Garner, H. (2008) *A tale of two citations*. *Nature*. [Online] 451 (7177), 397-399. Available from: <http://www.nature.com/nature/journal/v451/n7177/full/451397a.html> [Accessed 20th January 2008].

or

Wang, F., Maidment, G., Missenden, J. & Tozer, R. (2007) The novel use of phase change materials in refrigeration plant. Part 1: Experimental investigation. *Applied Thermal Engineering*. [Online] 27 (17-18), 2893-2901. Available from: [doi:10.1016/j.applthermaleng.2005.06.011](https://doi.org/10.1016/j.applthermaleng.2005.06.011) [Accessed 15th July 2008].

or

Read, B. (2008) Anti-cheating crusader vexes some professors. *Chronicle of Higher Education*. [Online] 54 (25). Available from: <http://global.factiva.com/> [Accessed 18th June 2009].



# Conference proceeding: individual paper



Author

(Year of publication)

Title of conference paper followed by, In:

Editor/Organisation (if it is an editor always put (ed.) after the name)

Title of conference proceeding (this should be in italics)

Place of publication

Publisher

Page numbers (use 'p.' before a single page number and 'pp.' where there are multiple pages)



Wittke, M. (2006) Design, construction, supervision and long-term behaviour of tunnels in swelling rock. In: Van Cotthem, A., Charlier, R., Thimus, J.-F. and Tshibangu, J.-P. (eds.) Eurock 2006: Multiphysics coupling and long term behaviour in rock mechanics: Proceedings of the International Symposium of the International Society for Rock Mechanics, EUROCK 2006, 9-12 May 2006, Liège, Belgium. London, Taylor & Francis. pp. 211-216.  
Standard Name of Standard Body/Institution (Year of publication) Standard number Title (this should be in italics) Place of publication Publisher  
British Standards Institution (2003) BS 5950-8:2003. Structural use of steelwork in building: code of practice for fire resistant design. London, BSI

# Web page/website



Author/Editor (use the corporate author if no individual author or editor is named)

(Year of publication) (if available; if there is no date, use the abbreviation n.d.)

Title (this should be in italics)

[Online]

Available from: URL

[Date of access]



European Space Agency. (2008) *ESA: Missions, Earth Observation: ENVISAT*. [Online] Available from: <http://envisat.esa.int/> [Accessed 3rd July 2008]

# Questions

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Rae M

