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Using Evidence & Referencing Effectively

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UOW Learning Development
EVIDENCE

Why do we use EVIDENCE?
To SUPPORT OUR ARGUMENTS.

Where do we use EVIDENCE?
In the BODY OF THE ESSAY
(after the introduction, before the conclusion)
In the CORE OF THE BODY PARAGRAPHS

Each Body paragraph has:
→ a topic sentence with one main point
→ other sentences that give evidence
→ a synthesis that links to the main discussion
Structure of the academic essay

**Introduction**
- Introduce **topic** / discussion focus
- Provide **brief** background
- Outline **key points**
- State **thesis**

**Body**
- Point 1 & evidence
- Point 2 & evidence
- Point 3 & evidence
- etc.,

**Conclusion**
- Draw together the points & restate your claim
And how much is enough?

For 2000 words, something like........

<table>
<thead>
<tr>
<th>Introduction</th>
<th>~10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Para/main idea 1</td>
<td>120-150 wds</td>
</tr>
<tr>
<td>Para/main idea 2</td>
<td>120-150 wds</td>
</tr>
<tr>
<td>Para/main idea 3</td>
<td>120-150 wds</td>
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<td>Para/main idea 4</td>
<td>120-150 wds</td>
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<tr>
<td>Para/main idea 5</td>
<td>120-150 wds</td>
</tr>
<tr>
<td>Para/main idea 6</td>
<td>120-150 wds</td>
</tr>
</tbody>
</table>

Conclusion ~10%

Couchman 2011
The function of paragraphs in academic writing is to extend and justify the argument of the essay...

1. Identify the main idea/point → TOPIC SENTENCE.
2. Provide some EVIDENCE to support your point.
3. SYNTHESIS/RELEVANCE: connect the point to your wider discussion (analysis)
Parts of Paragraphs:

1. **Topic Sentence:**
   What the essay is about/the claim in your argument

2. **The core - evidence:**
   - General reason to justify the claim
   - Specific reasons to justify the claim
   - Evidence / examples / data with in-text referencing (Who & When)
   - Critical comments about significance of evidence, explain, analyse, give insights...

3. **Synthesis / relevance to your main claim**
Migrant women are frequently unaware of their rights in the workplace. They are commonly put in negative situations involving illegal pay rates; excessive working hours; sub-standard workplace conditions; racism and harassment (Singerman 1992). Gender, language and cultural factors can all play a part in keeping them from knowledge about their rights. For example, migrant women make up the majority of outworkers in the fashion industry and are often subjected to sub-standard working and pay conditions (Keane 1996). As Dyson has argued, these workers are ‘deprived of the most basic rights enjoyed by Australian factory workers’ (2003, p. 137). These women can be expected to work twelve and eighteen hour days, seven days a week and be paid as little as a third of the award rate (Fares 1994; Keane 1996; Pender 2005).
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How & why do we use \textbf{REFERENCING}?

\textbullet \textbf{The ‘mechanics’:} use recommended style conventions.

\textbullet \textbf{The ‘courtesy’/respect:} ‘Thanks, mate.’ Respectfully acknowledge other people’s intellectual contributions to your own thinking & writing.

\textbullet \textbf{The ‘art’:} strategically & elegantly weave research evidence into your discussion for maximum effect.
Consistent use of placement & formatting conventions of a particular referencing style.
The ‘mechanics’ - Harvard Referencing

• Go to the Library website
• Scroll down to Referencing and citing
  – Click on UOW Style Guides
    • Look under UOW Harvard
      – Choose from
        » Books, Journal Articles, Government Publications, Web Resources, Other Sources...
        » Find details of what to do
          • For in-text citations
          • For Reference Lists
The ‘mechanics’ of a Harvard style reference list …

Australian Aboriginal and Torres Strait Islander Health Survey 2012-13, *Australian Bureau of Statistics*, viewed 28 August 2014, 

Broome, R 2010, * Aboriginal Australians*, Allen and Unwin, Sydney,


*World Health Organisation*, viewed 19 August 2014, 
http://www.who.int/mediacentre/factsheets/fs138/en/

**NB:** ALPHABETICAL ORDER, NO BULLET POINTS, NO NUMBERS.
The ‘mechanics’ of Harvard: referencing web sites

A vaccine is a biological preparation that improves immunity to a particular disease. A vaccine typically contains an agent that resembles a disease-causing microorganism, and is often made from weakened or killed forms of the microbe, its toxins or one of its surface proteins. The agent stimulates the body’s immune system to recognize the agent as foreign, destroy it, and “remember” it, so that the immune system can more easily recognize and destroy any of these microorganisms that it later encounters.

General information
What are some of the myths – and facts – about vaccination?

Technical information
Prequalification of vaccines
Vaccine research and development
Global Vaccine Safety
New and Under-utilized Vaccines Implementation (NUVI)
Vaccines standardization
Vaccines for pandemic (H1N1) 2009

Publications
Global Vaccine Action Plan 2011-2020
Vaccine research and development
— More publications
According to the Australian Bureau of Statistics (ABS), the occurrence of diabetes is three times higher for Indigenous Australians than non-Indigenous Australians (Australian Aboriginal and Torres Strait Islander Health Survey 2012-13). However, health disparities between Indigenous and non-Indigenous Australians are not limited to diabetes, with higher statistical occurrence of other chronic diseases including cardiovascular, renal, retinopathy and mental health, accounting for the majority of the Indigenous health gap (ABS 2009; Browne et al. 2009). These diseases are all largely preventable and have similar risk factors, therefore efforts to ‘close the gap’ in the social determinants of health for Australian Indigenous populations should be addressed holistically and not isolated to a particular disease type (Vos et al. 2009).

This analysis examines the correlatives between being an Indigenous Australian and the risk factors associated with developing Type 2 diabetes. The World Health Organisation (WHO 2013) indicates that Type 2 diabetes comprises approximately 90% of all diabetes diagnoses and is strongly linked to lifestyle factors and hence considered preventable in most cases. The following discussion will therefore focus on Type 2 diabetes because this disease is where the greatest discrepancy between Indigenous and non-Indigenous health is notable. It should be noted, however, that according to the Australian Institute of Health and Welfare (AIHW 2012) not all studies differentiate diabetes types despite the marked difference in aetiology.

*Used with permission*
References:


The ‘mechanics’ of a Harvard style reference list …


Broome, R 2010, *Aboriginal Australians*, Allen and Unwin, Sydney,


**NB:** *Note that the list is organised in alphabetical order.*
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The ‘art’ of referencing

To:
--demonstrate your understanding of what you’ve read.

To:
--reference at strategic points to support your argument.
The ‘art’ involves ensuring that your evidence ...

✓ Is **relevant** to the topic.

✓ Is **clearly connected** to the line of argument you are developing.

✓ Is **critically evaluated** in relation to your discussion topic / point. Ask yourself:

  • *What* is the source of the opinion?
  • *Who* is writing it? *When*?
  • *Why* is it significant?
The lifesaver’s athletic, tanned and self-disciplined body came to personify the beach. National images in Australia were heavily dominated by the surf lifesaver between the World Wars. The representations were not only of the new ideals of masculine perfection but also the civic duty of protector of others. The changing attitude of the lifesaver can be seen in an example of the advertisements depicting the image of Australian masculinity; heroic sacrifice and racial purity were found to feature in the foreground of the poster celebrating the opening of the Sydney Harbour Bridge, in March 1932. The lifesaver is pictured as fit and powerful; the deliberate position of his body displays a dependable, strong and heroic image that compares to the massive Harbour Bridge in the background. This is thought to have elevated the lifesaver as an Australian icon not dissimilar from the bushman and the Anzac soldier (Booth 2001).

What is wrong with it? Note: you can select more than one answer.

a. Many of the ideas are clearly not the student’s but remain unreferenced
b. The reference for the direct quotation does not include a page number or quotation marks
c. It uses evidence from only one source
Alperovitz asserts that Byrnes, Truman, and Stimpson believed that the dropping of atomic bombs on Japan would advance America’s political position in the Far East and their ability to partake in negotiations concerning the fate of Europe, and in particular, Eastern Europe.¹ In a direct response to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan.² Bernstein challenges the theory that the atomic bombs were dropped on Japan as an anti-Soviet strategy, seeing this as a relevant but not essential element in explaining the event.³ President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came.⁴ Operating under this premise, Bernstein asserts that Germany was the initial target for the attack but surrendered before the bomb was able to be tested, shifting the attention directly onto Japan; this would explain America’s lack of interest in finding alternatives to the use of the atomic bomb.⁵ Miles also comments on this theory, asserting that for America it was not a case of whether to use the bomb, it was a case of when.⁶ Although this argument has merit, Bernstein does not place enough emphasis on the strong anti-Soviet sentiment that was rife within the American government at this time. While this facet of the argument should not be considered the primary reason for the bombing of Japan its relevance, in combination with America’s relationship to Russia, is of great significance to this debate.

Select the reasons why it is sophisticated. Note: you may select more than one answer.

a. The evidence is derived from a variety of sources
b. All the evidence is appropriately referenced
c. The multiple author reference indicates a sophisticated level of analysis and synthesis
Alperovitz asserts that Byrnes, Truman, and Stimpson believed that the dropping of atomic bombs on Japan would advance America’s political position in the Far East and their ability to partake in negotiations concerning the fate of Europe, and in particular, Eastern Europe.¹ In a direct response to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan.² Bernstein challenges the theory that the atomic bombs were dropped on Japan as an anti-Soviet strategy, seeing this as a relevant but not essential element in explaining the event.³ President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came.⁴ Operating under this premise, Bernstein asserts that Germany was the initial target for the attack but surrendered before the bomb was able to be tested, shifting the attention directly onto Japan; this would explain America’s lack of interest in finding alternatives to the use of the atomic bomb.⁵ Miles also comments on this theory, asserting that for America it was not a case of whether to use the bomb, it was a case of when.⁶ Although this argument has merit, Bernstein does not place enough emphasis on the strong anti-Soviet sentiment that was rife within the American government at this time. While this facet of the argument should not be considered the primary reason for the bombing of Japan its relevance, in combination with America’s relationship to Russia, is of great significance to this debate.

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Evaluating resources / moving the discussion along…

*** argues that…

*** asserts that…

*** points out that…

*** takes the view that…

*** concludes that…

*** claims that…

*** suggests that…

*** observes that…

*** proposes …

However, *** insists that…

The evidence suggests that…
Weaving the evidence into your argument: quoting directly.

“A democracy needs to be informed and have a right to information” (Barr 1994, p.102).

- Use **exact** wording from another text.
- You **must** include quote marks, reference & page number(s).
- **Indent** quotes of 3 lines or more
Indirect citation …

Barr (1994, p. 102) argues that ‘democracy needs to be informed’ and include information rights.

- Present another’s ideas by *summarising* or *paraphrasing*.

- You *must* give a reference to the source text even when re-writing – it *is still* someone else’s idea you’re presenting.
It’s cool to acknowledge the contributions of others to your scholarly development.