Spring semester, 2015

Yep. We’re back to that, that, #@%# ……. Using evidence effectively

Dr Jeannette Stirling,  
Senior lecturer,  
Learning Development
<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
<th>Assessment 5</th>
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</thead>
<tbody>
<tr>
<td>ENGL131</td>
<td>Week 5 Quiz 750 wds. 20%</td>
<td>Week 9 Research essay 2000 wds. 40%</td>
<td></td>
<td></td>
<td>Exam Period Final exam 2 hrs. 40%</td>
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<tr>
<td>GEOG122</td>
<td>Week 5 Poster</td>
<td>Week 9 Report 1200 wds. 30%</td>
<td>Week 12 ‘Pitch’ Presentation 20%</td>
<td>Weeks 4, 9, 13 In-class quizzes 10% each 30%</td>
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<tr>
<td>HAS121</td>
<td>Weeks 3, 6, 9 Reflections 250-300 wds. each 15% Total</td>
<td>Week 13 Mind map 15%</td>
<td>Week 12 Reflective essay 1000-1200 wds. 40%</td>
<td></td>
<td>Exam Period Final exam 30%</td>
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<tr>
<td>HIST111</td>
<td>Week 5 Short essay 750 wds. 25%</td>
<td>Week 12 Long essay 1500 wds. 35%</td>
<td>Ongoing Participation 10%</td>
<td></td>
<td>Exam Period Final exam 2 hrs. 30%</td>
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<tr>
<td>PSYC123</td>
<td>Weeks 3 &amp; 6 Online quizzes Methods &amp; Stats: 10% each 20%</td>
<td>Week 9 Take-home test 10%</td>
<td>Weeks 11 &amp; 12 In-class tests: Statistics &amp; Methods: 10% each 20%</td>
<td>Ongoing Weekly quizzes + research participation 10%</td>
<td>Exam period Final exam 2 hrs 40%</td>
</tr>
<tr>
<td>SCIE101</td>
<td>Weeks 2, 5, 7, 9 4 x quizzes: 7.5% each 30%</td>
<td>Weeks 3, 6, 8, 11 4 x short essays: 10% each 40%</td>
<td>Weeks 13-14 Major project 30%</td>
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<tr>
<td>SOC104</td>
<td>Weeks 3-10 &amp; 12-13 (incl) Online blog 20%</td>
<td>Week 7 Methods essay 40%</td>
<td>Week 13 Research design exercise 40%</td>
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</table>
But first: are you keeping up?
Ever happen to you?

Comic Strip: Used with permission
The three aspects of referencing 

- **The ‘mechanics’:** ensuring your citation information conforms to recommended style conventions.

- **The ‘courtesy’/respect:** the ‘thanks mate’ component where you respectfully acknowledge the intellectual contributions of others to your own thinking & writing.

- **The ‘art’:** strategically weaving research evidence into your discussion for maximum effect.
This refers to the placement & formatting conventions of different referencing styles.

The ‘mechanics’...
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.
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 correlates 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.

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References:


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,


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

**NB**: *Note that the list is organised in alphabetical order.*


NB: Again, note that the list is organised in alphabetical order.


**NB:** You get the picture re alphabetical order.
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. 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. As Dyson has argued, these workers are ‘deprived of the most basic rights enjoyed by Australian factory workers’. 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.
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).
The ‘art’ of referencing

Demonstrating your understanding of what you’ve read & using it 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?
  • **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? 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
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. In a direct response to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan. 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. President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came. 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. 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. 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 reasons why this is sophisticated. 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.
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 of exact wording from another text.

- You must include quote marks, reference & page number(s).
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.
Paraphrasing means...

✓ Rewording another text....

SO...

✓ Do not use quote marks.

HOWEVER...

✓ Give the source reference immediately.
“Infants differ in their emotional expressiveness and their emotional responses to events. Some infants are shy and fearful of new situations. Others are sociable, eager to begin a social interaction with people they meet. Some infants seem always on the move, involved in constant and intense activity. Others seem less active and more calm. These differences illustrate the variations in the infants’ temperament.”

Berndt (1992) argues that different children react in different ways to given situations. For example, in an unfamiliar situation, one might react with fear while another is more open. This, he states, is directly related to the child’s general disposition.
Original:

“Infants differ in their emotional expressiveness and their emotional responses to events”.

Paraphrase:

Different children react in different ways to given situations.
It’s very cool to acknowledge the contributions of others to your scholarly development.
Next week?

Perhaps some revision & preparing for the SOC104 assignment?