PARAGRAPHS

- are the basic building blocks of academic writing
- well-structured paragraphs help the reader understand the topic more easily by dividing into convenient sections
The rate of home ownership varies widely across the developed world. Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. Both the USA and Britain have similar rates of about 69 per cent. The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. There appears to be no conclusive link between national prosperity and the number of homeowners.
The rate of home ownership varies widely across the developed world.

| Example 1 | Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. |
| Example 2 | Both the USA and Britain have similar rates of about 69 per cent. |
| Reason   | The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. |
| Summary  | There appears to be no conclusive link between national prosperity and the number of homeowners. |
This example shows that:

- A paragraph is a group of sentences that deals with a single topic.

- The length of paragraphs varies significantly according to text type, but should be no less than four or five sentences.
Normally (but not always) the first sentences introduces the topic. Other sentences may give definitions, examples, information, reasons, restatements and summaries.

The parts of the paragraph are linked together by the phrases and conjunctions shown in bold in the table. They guide the reader through the arguments presented.
Despite this, many countries encourage the growth of home ownership. Ireland and Spain, for example, allow mortgage payers to offset payments against income tax. It is widely believed that owning your own home has social as well as economic benefits. Compared to renters, homeowners are thought to be more stable members of the community who contribute more to local affairs. In addition, neighbourhoods of owner occupiers are considered to have less crime and better schools. But above all, ownership encourages saving and allows families to build wealth.
PARAGRAPH EXERCISES

- Practice A  Answer
- Practice B  Answer
PARAPHRASING

means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source.
restate the relevant information.

- There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.

could be phrased:

- Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussions.
TECHNIQUES FOR PARAPHRASING

- Changing vocabulary by using synonyms:
  argues > claims/ eighteenth century > 1700s/
  wages > labour costs/ economise > saving

  (NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy)

- Changing word class:
  explantion (n.) > explain (v)/ mechanical (adj.) >
  mechanise (v.)/ profitable (adj.) > profitability (n.)
Techniques for Paraphrasing

- Changing word order:

  ...the best explanation for the British location of the industrial revolution is found by studying demand factors.

  > A focus on demand may help explain the UK origin of the industrial revolution.
**HEADINGS / SUBHEADINGS**

Furthermore the main chapter/section you might use up to the third level sub-heading.

<table>
<thead>
<tr>
<th>Heading Level</th>
<th>Numbering in Main Text</th>
<th>Numbering for Appendices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading</td>
<td>1</td>
<td>Appendix A</td>
</tr>
<tr>
<td>First level sub-heading</td>
<td>1.1</td>
<td>A.1</td>
</tr>
<tr>
<td>Second level sub-heading</td>
<td>1.1.1</td>
<td>A.1.1</td>
</tr>
<tr>
<td>Third level sub-heading</td>
<td>1.1.1.1</td>
<td>A.1.1.1</td>
</tr>
</tbody>
</table>

If there is only one appendix the numbering for the main heading becomes „Appendix“. 
HEADINGS / SUBHEADINGS

- Space should be greater before and after heading.
- The table of contents shows all heading levels.
- There are different opinions about writing text after a heading when it is followed by a sub-heading.
  - It is explained that every heading follows by a sub-heading should have at least one sentence/ paragraph.
  - or there is no text after a heading that is followed by a sub-heading.
Example (Every heading is followed by text)
Example (only the last sub-heading is followed by text)
STRUCTURE

1 (Introduction)

2 (Section 2)
  2.1 (Subsection)
  2.2 (Subsection)
  2.3 (Subsection)

3 (Section 3)
  3.1 (Subsection)
    3.1.1 (Sub-Subsection)
    3.1.2 (Sub-Subsection)
    3.1.3 (Sub-Subsection)
  3.2 (Subsection)
    3.2.1 (Sub-Subsection)
    3.2.2 (Sub-Subsection)
    3.2.3 (Sub-Subsection)
STRUCTURE

3.3 (Subsection)
  3.3.1 (Sub-Subsection)
  3.3.2 (Sub-Subsection)
  3.3.3 (Sub-Subsection)

4 (Section 4)
  4.1 (Subsection)
  4.2 (Subsection)
  4.3 (Subsection)

5 (Conclusion)

6 References

7 Appendix
REFERENCES AND QUOTATIONS

Academic writing depends on the research and ideas of others, so it is essential to show which sources you have used in your work, in an acceptable manner.
REFERENCES/ CITATION

Three principle reasons for providing references and citations:

- To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- To allow the reader to find the source, if he/she wishes to examine the topic in more detail.
- To avoid plagiarism.
REFERENCING SYSTEMS

For instance:

- Oxford style
- Harvard referencing
- Vancouver system
- Modern Humanities Research Association (MHRA),
- American Psychological Association (APA)
(Harvard Referencing/ Parenthetical Referencing)

- has full or partial
- in-text citations
- enclosed in parentheses and embedded in the paragraph.
Name(s) of authors in text

- David (1985) argues that…
- This supports Trefis & Blaksee’s (2000) evidence that…
- Daniel, Hirshleifer and Subrahmanyam (1998) propose…
- Dohmen et. al. (2009) provide evidence
HARVARD REFERENCING/ PARENTHETICAL REFERENCING

Name(s) of authors not in text

- It was expected… (David, 1985).
- This supports the evidence that… (Trefts & Blaksee’s, 2000)
- Psychological biases… (Daniel, Hirshleifer & Subrahmanyam, 1998)
- It has been suggested that … (Dohmen et. al., 2009)
FOODNOTES / ENDNOTES

- footnotes referring to each page would reside at the bottom of that page
- endnotes for every reference in the whole piece of writing would reside at the completion point of that text

Example
FoodNotes / EndNotes

- Example „OXFORD Deakin University guide to referencing“
LIST OF REFERENCES


Birks, Peter (2012): OSCOLA: Oxford University Standard for the Citation of Legal Authorities, revised by: Nolan, Donal; Meredith, Sandra, Oxford 2012


www.deakin.edu.au/students/study-support/referencing/oxford

www.essex.ac.uk/myskills/skills/writing/academicStyle.asp

library.uoregon.edu/guides/findarticles/credibility.html

www.phrasebank.manchester.ac.uk

www.uefap.com/writing/writframgenre.htm