

A Guide to Academic Writing in Linguistics

Department of Linguistics and Applied Language Studies
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Guide to Academic Writing in Linguistics

Welcome to the Department of Linguistics and Applied Language Studies. Although this is a guide to writing for our Department, you will find it useful for all your academic writing at Rhodes University.

We have created a whole book on writing academically because writing is a primary way in which we assess you. This writing takes the form of written assignments or tests, during the term, and an exam at the end of each semester. The majority of this book will focus on writing for written assignments.

1. Formal Departmental Rules Relating to Assignments

1.1. Times

Assignments must be submitted on time. We have a large number of students and late submissions make it exceptionally difficult to maintain a functioning peer review system. Consequently, late submissions can actively sabotage the learning experience of the rest of the class. Late assignments will be penalized by 5% per calendar day (including weekends and public holidays) calculated from the day after the due date up to and including the day they are submitted. Being able to work to a deadline is an important skill for your future professional lives.

1.2. Space limit

Each written assignment will be given a specific space limit or word limit. This should be carefully noted. Such limits are in the interests of both students and staff. For the student they encourage brief and structured presentation. So please aim at submitting work which is economical, coherent and planned. A lecturer may refuse to mark any written assignment which is substantially over or below the word limit. In this case, you will be granted your DP and a mark of 0% and/or the lecturer may ask you to resubmit if they deem it appropriate.

1.3. Format

All assignments must be typed in 1.5-spacing on A4 paper, using 12-point Times New Roman, and leave a line between paragraphs. Do not indent the first line of a paragraph. Margins should be “normal” i.e. 2.5cm.

1.4. Handing in

- All draft and final assignments must be submitted electronically through RUconnected. This is a DP requirement.
- Requests for extensions will only be considered in exceptional circumstances, and late assignments will be marked only if an extension has previously been granted.

- Students who do not submit on time will be penalized. Penalties may include withdrawal of DP certificates, mark deductions or a 0% score. These are applied at the discretion of the course coordinator.
- You may be required to submit some assignments in hard copy, but only if your module's lecturer tells you that this is required.

1.5. Resubmitting your failed assignments

We make every effort to return your written work to you within two weeks of handing in.

If you fail a written assignment, you can resubmit a new, reworked version within 7 working days (excluding weekends) to be marked. This will be marked out of a maximum of 55%. This applies to all years. To take advantage of this offer you should:

- Inform the lecturer that you will be doing a resubmission.
- Revise and rewrite your original written assignment substantially.
- Submit both a copy of your original written assignment as well as your revised written assignment. Make sure that it is clearly indicated which is which.

Note that resubmissions only apply to term written assignments. They do not apply to weekly workpoints, drafts, online quizzes or class tests, etc.

1.6. Assignment front page

It is important to set out your front page correctly. It should include the following information:

- The name of the course e.g. Linguistics and Applied Language Studies 1
- Your student number
- The declaration of academic integrity (i.e. a declaration stating that you have not plagiarized and disclosing how you have used AI, if at all)

Below is a template showing how your front page should be laid out:

Student number

Date

Declaration of Academic Integrity

I recognize that there are many forms of academic dishonesty, including but not limited to:

- Using another person's words directly without quotation marks or appropriate referencing.
- Paraphrasing another person's words without proper referencing.
- Using ideas, arguments, or claims that are influenced by other people's work without acknowledging intellectual debt.
- Using poor, misleading, or inadequate referencing or bibliographies.
- Using AI to mask syndication or copying.
- Untransparent or irresponsible use of AI.
- Using AI tools as a replacement for my own judgement and thinking.

I recognize that plagiarism is academic theft and is wrong, regardless of the presence or absence of a declaration. Plagiarism occurs when a person uses another person's ideas, words, or intellectual property without proper acknowledgement.

I affirm that I have acknowledged other people's ideas and words where I have either paraphrased them or quoted them directly, using quotation marks and appropriate referencing. I acknowledge that although collaboration with other students (for example in study groups or tutorials) is acceptable and often encouraged, each student must write their own assignment in their own words. I have not allowed anyone else to copy my work, nor have I copied the work of others.

Where digital tools, including artificial intelligence-based writing or language tools, have been used, I affirm that they were used only in ways permitted by the course or department, and that I remain fully responsible for the content, arguments, interpretations, and accuracy of this assignment. The use of such tools does not diminish my responsibility to ensure proper attribution, academic integrity, and independent scholarly judgement.

I am aware that if I am found guilty of plagiarism or other breaches of academic integrity, I may be subject to disciplinary action, which may be recorded on my academic record. I am also aware that this assignment constitutes work produced within the Department of Linguistics and Applied Language Studies and may be stored and used for auditing, educational, or research purposes. If I have any questions about academic integrity or the appropriate use of sources or tools, I understand that I may consult my tutor, lecturer, or Head of Department.

I have used AI tools and acknowledged the use of AI tools in the following manner and will retain proof of the work if required to produce this work.

Provide the details:

AI tool used	Purpose of use	Means by which AI tool was acknowledged in assignment, if any

Signed:

Date:

2. Academic writing as knowledge creation

If you have not yet, you will realise that the writing required of you at university level is quite different from the writing you did for school. The writing required from you at university level is called academic writing and it has a number of conventions which apply to it. Now, do not be alarmed. Although you may feel that you have been dropped in the deep end and told to ‘swim’, this guide to writing serves as your ‘life jacket’ to writing for this department, and you may even find it useful for writing for other departments. The aim of this guide is to make these academic writing conventions explicit or clear to you so that you will know what characteristics of writing make it academic.

Another reason for dedicating a whole book to academic writing is that it is not as easily acquired as speech. Writing has to be learned; you went to school to learn how to write, but most people do not have to be taught how to speak. Similarly, academic writing must also be learned. Although it is still writing, it comes with a list of “rules” that must also be learned. As you embark on your academic journey, it's essential to understand that academic writing is a bit like learning a new language. To shed light on this, Ken Hyland (2016) once said, "*academic English is nobody's first language*" (2016:61). Similarly, Steven Pinker (2016) said "*The real problem is that writing, unlike speaking, is an unnatural act*" (2015:1). What does that mean for you? Well, even if English is your mother tongue, writing at the university level requires a different set of skills and styles compared to everyday conversations or social media posts.

Think of it this way: just as you'd learn Spanish or French in language classes, you're now delving into Academic English. It's a distinct set of rules and styles tailored for effectively communicating your ideas in written assignments, reports, and research papers.

As you navigate your first year, keep in mind that academic writing is a skill you'll hone over time. Don't stress if it feels challenging initially—we're here to support you every step of the way. By embracing the art of crafting persuasive arguments and mastering Academic English, you'll set yourself up for success in your university journey.

In our Department, emphasise the writing process as well as the final product or written assignment. When we talk about the writing process we refer to the steps of writing such as understanding the written assignment topic requirements, research, planning, drafting, peer reviewing, and revisions. All these steps are important to create a good final written assignment, and the department ensures that you go through these steps. We will discuss the steps to developing your writing ability, building solid argument and creating a winning assignment in the rest of this book.

This book takes as its main principle the idea that academic writing is not really about writing per se. When lecturers discuss "academic writing," they're delving into more than just putting words on paper. It's a method of expressing your thoughts and ideas in a structured, organized manner. Academic writing is about capturing and solidifying your underlying thought processes and the meanings behind your words. It's like taking the ideas swirling around in your head and giving them a concrete form on paper. So, when you're working on an academic paper or written assignment, think of it as an opportunity to express your thoughts clearly and logically, so your reader can follow along and understand your ideas.

As you dive into your assignments, remember that academic writing is a skill you'll develop over time. Don't worry if it feels tricky at first—we're here to guide you through the process. And by mastering the art of academic writing, you'll not only excel in your coursework but also sharpen your ability to articulate your thoughts and ideas effectively.

For this reason, instead of providing a list of technical details characterizing good writing, we take care to identify the underlying cognitive and/or semantic functions which good writing tries to express. For example, instead of focussing on plagiarism, we first explore the question of authority in academic writing, of which in-text referencing is just one specialized instantiation. Only when students understand authority in academic writing will they truly understand plagiarism as being more than a set of technical rules.

2.1 Why do I have to write written assignments and paragraphs?

Language is central to the learning process: every aspect of education, teaching and learning is saturated with language and language use. Lecturers use language to convey information and knowledge; textbooks and manuals use language to convey complex ideas; in the business world and in our careers, information is passed on and created with language in emails, memos, letters, reports, books and technical manuals.

The kinds of information used depend heavily on the medium of communication. Short-term communication may well occur as oral communication (e.g. an instruction from your boss, a discussion in a meeting etc.). But long-term communication that needs to pass the test of time is almost always written down. While there are important areas where oral language is used to convey knowledge and information (lectures, oral examinations), written language is much more prevalent precisely because we are creating knowledge for the long term. For this reason, most educational and career contexts make extensive use of *written* language.

Also extremely important is the fact that, not only do we convey information with writing, but we use writing to create our own knowledge, to explore ideas, to open our ideas up for debate and to get ideas straight in our heads. It is very important for you to get practice in thinking and writing about the ideas of other authors and how they relate to other ideas – both your own, based on your experience, and those that you have become familiar with in the rest of your academic training. This process of “wrestling” with ideas is an important one because, if done properly, it requires you to process the information in an active way so that it becomes part of your own body of internal knowledge: in other words, you really learn in a meaningful way. For these reasons, university education includes being able to express oneself through writing. written assignments are one kind of academic writing and they are very useful in developing the types of language and writing skills that are essential for success at university.

Writing written assignments and completing written assignments are excellent ways to develop the skills of crafting persuasive arguments and mastering Academic English for several reasons:

Crafting Persuasive Arguments:

- Writing written assignments requires you to think critically about a topic, analyze different perspectives, and form your own opinions. This process fosters the development of critical thinking skills, which are essential for constructing compelling arguments.
- In order to persuade your reader, you need to support your arguments with evidence from credible sources. Researching and incorporating evidence into your written assignments helps you learn how to evaluate sources, identify reliable information, and use it effectively to bolster your claims.
- The process of organizing your thoughts and evidence into a coherent and logical structure strengthens your ability to present complex ideas in a clear and persuasive manner. This skill is invaluable not only in academic writing but also in various professional and personal contexts.

Mastering Academic English:

- Academic writing follows specific conventions and styles that differ from everyday language. By engaging in writing assignments, you become more familiar with the vocabulary, grammar rules, and formatting guidelines of Academic English.
- Through practice, you learn how to use academic language appropriately to communicate complex ideas and arguments. This includes using discipline-specific terminology, adhering to citation conventions, and structuring your writing in a way that is consistent with academic norms.
- Feedback from instructors and peers on your written assignments allows you to identify areas for improvement and refine your use of Academic English over time. As you receive guidance and incorporate suggestions, you gradually develop greater proficiency in expressing yourself clearly and professionally in written form.

Overall, writing written assignments and completing written assignments provide valuable opportunities to hone your skills in crafting persuasive arguments and mastering Academic English, both of which are essential for success in university and beyond.

2.2. Getting started

- **Understanding the Topic:** Before you start planning your assignment, it's crucial to have a thorough understanding of the topic. This means attending lectures, participating in tutorials, and completing assigned readings and exercises. The module you're studying is designed to prepare you for the assignment, so make sure you engage with all the relevant materials to grasp the key concepts and arguments.
- **Identify the Intended Audience:** Consider who your audience is. In this case, imagine your reader as a knowledgeable linguist who can understand ordinary English and who may be a few years older than you, such as your tutor. Understanding your audience helps you tailor your writing style and content to meet their expectations and level of expertise.
- **Draw Up an Explicit assignment Plan:** Once you have a solid grasp of the topic and your audience, create a detailed assignment plan. This plan should outline the structure of your assignment, including the introduction, main body paragraphs, and conclusion. Break down the main points you want to cover in each section and consider the logical flow of your argument.
- **Begin Writing:** Start writing your assignment, adhering to the plan you've created. Remember that this process will take time, so plan accordingly. As you write, keep in mind the PEDAL Principle, which stands for Point, Evidence, Discussion, Analysis, and Link. This principle helps you develop your argument clearly and back it up with evidence. Begin each paragraph with a clear point or topic sentence, support it with relevant evidence from your research or readings, discuss the significance or implications of the evidence, analyze its relevance to your argument, and link it back to the main thesis or overarching argument of your assignment.
- **Reflexivity:** As you progress with your writing, you may find that you develop new understandings or encounter new ideas that require you to revisit and revise certain sections of your assignment. Take a step back and critically evaluate your assignment plan again. Ensure that it covers all the key areas of the topic and addresses the assignment question or prompt effectively. Reflect on whether your plan and writing are coherent and whether they effectively communicate your

intended argument to your audience. Make any necessary adjustments or additions to ensure comprehensive coverage of the topic. This iterative process of drafting, revising, and refining is normal and essential for producing a polished final product. Embrace this cycle of writing and rewriting as it allows you to deepen your understanding of the topic and strengthen your argument.

2.3. Understanding the topic

Understanding the topic of a written assignment is essential for crafting a well-informed and focused assignment. Here's how a first-year linguistics student can go about understanding the topic effectively. After you have read through the assignment instructions you may think you've got it. **STOP.** Make sure you really understand what you need to do by closely examining the written assignment instructions. It is important that you understand what is required of you otherwise you might answer the written assignment question incorrectly.

Read the Assignment Prompt Carefully: Start by carefully reading the assignment prompt or question provided by your instructor. Pay attention to key instructions, such as the specific task you're being asked to perform (e.g., describe, explain, analyze, identify), the scope of the topic, and any specific requirements or constraints.

Look Up Unfamiliar Words: If there are any unfamiliar terms or concepts mentioned in the assignment prompt, take the time to look them up in a dictionary or course materials. Understanding the terminology and theory used in the prompt is crucial for interpreting the task accurately.

Break Down the Task: Analyze the assignment prompt to identify how many distinct tasks or components it requires you to address. For example, if the prompt asks you to "identify and explain," recognize that you need to perform two separate tasks: identification and explanation.

Underline Key Action Verbs: Identify and underline key action verbs in the assignment prompt, such as describe, explain, analyze, identify, compare, contrast, evaluate, etc. These verbs provide clues about the specific tasks you're expected to perform in your assignment.

Leibowitz (2000) provides a guideline of how to go about understanding the written assignment title or instructions. She suggests looking for three types of words in the instructions. The first type of words to look out for are **doing** or **task** words. These words answer the question “what do I have to do in my written assignment?” These words include: explain, compare, discuss, summarise, or critique etc.. In your written assignment you need to make sure you perform the correct task. If the instruction told you to interpret what effect x has on something then you must interpret, not summarise.

You should also look out for **content** words. These words answer the question “what should my written assignment be about? Or “what information should I make sure to include so I have covered all my bases?” These words usually refer to ideas covered in lectures or manuals such as *language variation* or *ideology*.

Finally, you should look out for **limitation** words. In the Linguistics Department you have a word goal of 900 words. This means it is impossible to cover everything already identified as **doing** and **content** words. For example, if you were asked to “discuss language variation in South Africa” you could write a whole PhD dissertation if you were not limited as to how much discussing you had to do, or what aspects of language variation you had to address. Look out for words that tell you how to limit what you write in your written assignment. You know you only have 900 words so that’s your first limit. Look for words such as *only*, *few*, *salient*, *most important*, and *most interesting* etc. and address only what is relevant.

On your printed written assignment brief, you can highlight the three types of words in three colours, bearing in mind that sometimes the types of words might overlap. There are a few examples below in Table 2 to help you understand the different types of words and how to identify them. The examples are explained further below. Use this information to make sure you understand exactly what you must do for your written assignment.

Table 2. Examples of understanding the written assignment instruction

Written assignment instruction	Types of words
<p>Example 1: Language in Society Drawing on the concepts you have learned during the course, argue that language variation exists in isiXhosa. To do this, you will need to identify and explain a few salient trends you see in the data.</p>	<p>Doing/Task words: “<i>drawing on concepts in the course</i>” i.e. make use of the terminology learned in the course “argue” “identify and explain”</p>
	<p>Content words: “concepts learned in class” “language variation exists in isiXhosa” “trends” in the “data”</p>
	<p>Limitation words: “a <u>few salient</u> trends” in “isiXhosa”</p>
<p>Example 2: Discourse Analysis Based on your analysis of the conversation, write an written assignment in which you discuss the most important features of the conversation (using evidence from your analysis) and interpret what effect these features have on the conversation’s “flavour”.</p>	<p>Doing/Task words: “<i>based on your analysis of the conversation</i>” i.e. you have to analyse the conversation to write the written assignment “write” “discuss” “interpret”</p>
	<p>Content words: “based on the analysis of the conversation” “features of the conversation” “evidence from your analysis” “<u>effect</u> these features have on the <u>conversation’s flavour</u>”</p>
	<p>Limitation words: “most important features”</p>
<p>Example 3: Language in Childhood and Education This written assignment requires you to write an written assignment on ONE of three topics. Use three additional references to argue for or against one of the claims.</p> <p>Topic 1: Never use <u>baby talk</u> with children</p>	<p>Doing/Task words: “write” “use three additional sources” i.e. you need to do some research “argue for or against”</p>
	<p>Content words: “baby talk” We can infer: - Arguments for the claim “never use baby talk with children:” - Arguments against the claim “never use baby talk with children”</p>
	<p>Limitation words: “one claim/topic” “<u>Three</u> additional references”</p>

<p>Example 4: Language in the Media</p> <p>Drawing on the terminology and framework of analysis described in the <i>Language in the Media</i> manual analyse the text to uncover the ideologies encoded in it. In particular, you should address the following question: What ideologies concerning transformation in higher education are encoded in this article?</p>	<p>Doing/Task words: <i>“drawing on the terminology and framework of analysis in the ... manual”</i> i.e. analyse the text according to the manual and use the terminology “analyse the text” “uncover the ideologies encoded in [the text]” “address the ... question”</p>
	<p>Content words: “baby talk” We can infer: - Arguments for the claim “never use baby talk with children:” - Arguments against the claim “never use baby talk with children”</p>
	<p>Limitation words: “one claim/topic” “<u>Three</u> additional references”</p>

Expanding your knowledge and understanding

Once you have identified the type of question you are being asked to respond to you will have to prepare. Hopefully you would already have begun this process by actively engaging in lectures and tutorials to gain a deeper understanding of the topic. Additionally, complete all assigned readings related to the topic and engage with supplementary materials such as academic articles, books, and online sources to deepen your understanding. Pay attention to different perspectives and arguments presented in these materials to gain a comprehensive overview of the subject matter.

Usually an academic written assignment topic is presented along with suggested readings and these readings are placed on Short Loan in the Library. Making notes from these readings is often a very satisfying experience in itself, but don't think that is the end of your preparation. The most important part is how you read those readings. It is important to read actively – to ask yourself constantly how each new piece of information relates to those which came before and also relates to information you have read in other sources. If you are using your own photocopy of the book or article you could make notes to yourself in the margins; if not, you could use a separate piece of paper. Make notes about each major point that relates to your topic and about arguments that contradict those of other

authors. (This is especially important in written assignments where you are asked to compare the views of two or more authors.) If the writer makes an important point in a particularly succinct or eloquent way, you could make a note to yourself to consider using that author's words in a quotation (but see "Acknowledging other authors and sources" below). It is crucial, however, that you use the ideas of other authors in context – in other words, be very careful that the author was intending his or her ideas to come across in the way that you use them.

2.4. Writing with the audience in mind

One of the main purposes of academic writing is to communicate academic findings to an audience. We can thus visualise academic writing where, as the writer, you are the speaker, and the reader is a listener. Now, one important part of a conversation is that conversational partners take turns. If the listener does not agree with the speaker, s/he uses her/his turn to comment on what the speaker is saying. However, in academic writing, the reader/listener does not have this chance to respond, even if s/he does not agree with the writer. In order to make one's writing convincing, you, as the writer, have to anticipate or imagine what the reader will think, or already knows, and then address their concerns in your writing. In this way, you can convince the reader of your standpoint.

Steven Pinker puts this very well in an article in the Guardian:

“These principles are harder to convey than the customary lists of errors that get recycled from one traditional style guide to the next. *The real problem is that writing, unlike speaking, is an unnatural act.* In the absence of a conversational partner who shares the writer's background and who can furrow her brows or break in and ask for clarification when he stops making sense, good writing depends an ability to imagine a generic reader and empathise about what she already knows and how she interprets the flow of words in real time.¹”

1

http://www.theguardian.com/books/booksblog/2015/oct/06/steven-pinker-alleged-rules-of-writing-superstitions?CMP=share_btn_fb Steven (accessed January 2016).

To write well, students and writers must develop a sense of their audience: who they are writing for. One way of doing this is to imagine a dialogue occurring in your head as you write where somebody else, a generic reader, is asking you questions as you write:

- *What do you mean by that phrase exactly?*
- *What does that word mean? Do you think your audience will understand it?*
- *How does this relate to the argument you are trying to make?*
- *You are arguing for X but what if the reader thinks of Y counterargument?*
- *Do you think you have given enough evidence for your position to be persuasive?*

In this way, the writer constructs an imagined dialogue where they are responding to important questions as though they were responding to their audience.

Good writing takes the reader's supposed knowledge into account. One aspect of the imagined dialogue is estimating how much background knowledge the reader has. This background knowledge includes a shared sense of general knowledge about the world, cultural understandings, life orientations, disciplinary language and concepts and technical, disciplinary vocabulary. One major question is whether the reader knows and understands the technical terminology we need to use? The same way we use slang when talking to our friends to show that we are all friends, we use academic jargon/terminology to mark ourselves as members of the academic community. At university you learn new names for concepts you already know (such as *grammar* referring to *phrase structure rules*, *articles* are also called *determiners*), or you learn about new concepts with names you did not know before (such as *discourse*, *syntax*, and *metafunction*). It is therefore very important that you use this academic terminology because how else will the academic reader know you are a serious linguist (or psychologist, or sociologist or biological scientist *etc.*) unless you use the words used in that academic discipline?

In the Linguistics department, you can imagine that the reader is an expert on Linguistics and on the subject matter. They have a broad general knowledge and espouse values such as integrity, honesty, discipline, making an effort, etc. You can assume that the reader knows what the academic terms mean. This means that you do not have to define every academic term you use in your written assignment. Rather, as already said in 2.2, your use of the term in context will show that you know what it means. When writing for

Linguistics, make sure you use the terminology you learned in the course. Your ability to use this terminology in context shows that you understand the course content.

2.5. Planning: Kinds of arguments and assignment structures

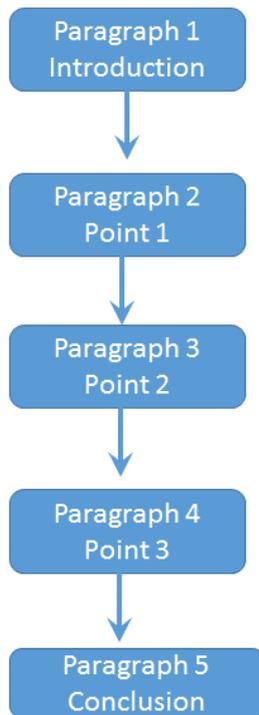
Once you've thoroughly understood your topic and audience, craft a detailed assignment plan. This plan must outline your assignment's structure, encompassing the introduction, main body paragraphs, and conclusion. For each section, dissect the main points you wish to address and ensure a coherent flow of your argument. It's crucial to differentiate between the textual function and its implementation within the assignment. Whether it's in the form of a visual aid like a picture or simple bullet points, an assignment plan serves a distinct purpose: to construct a persuasive argument. It delineates the key points of your argument and illustrates their interconnectedness, offering a clear roadmap for your assignment's development. An assignment plan is all about building an argument.

Your writing should be logically set up so that the reader knows how all your claims are connected. This means that you should have an introduction, conclusion and a body of paragraphs which follow on logically from one another. There are many different types of arguments and when you write an written assignment there is no single right or wrong kind of argument. Similarly, there are many written assignment structures that you can choose but most often one type of argument will fit better than another.

Start off by writing down the main points you hope to make in your assignment. These notes will help you in the next stage of written assignment-writing in which you decide how to structure the points you wish to make in your written assignment. It is often helpful initially to make a list of these points, without much detail, so that you can see them all at a glance and rearrange them until you have a logical structure where each point leads to the next and builds into a strong argument. This will make the writing up stage much easier. You need to bear in mind that the reader is not only looking for evidence that you have read the relevant authors' work, but also that you can structure the information clearly.

2.5.1. Linear structures

Linear structures occur when each paragraph is a development of the previous one and the paragraphs thus follow each other in a natural way.



Linear structures are well suited for things that follow each other in a natural sequence. Examples include stories and historical narratives where each paragraph describes a scene that comes after the previous one. Other examples where this structure is useful is when you are describing a sequence of events (e.g. how to do a task).

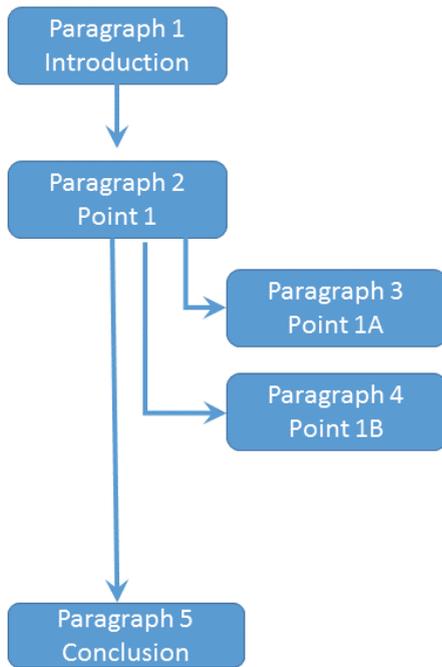
- First x happened, then y happened
- Initially the ANC used peaceful protests but in 1961 the decision was made to use armed struggle.
- To make a cake you must first sift the flour and then add eggs

This structure is also very useful when following a line of argument or when developing a proof where each step depends on the previous one.

- First, let's assume that X is true. If X is true, then Y follows from this. If we are correct about Y, then Z must be the consequence. Therefore we argue that X causes Z.

2.5.2. Embedded structures

Another type of written assignment structure is called an embedded structure and it is perhaps one of the most common types. In this structure, several paragraphs may each independently elaborate on a point, but the paragraphs are not themselves closely related to each other. For example, in the following graphic the main point is presented by paragraph 2. However, paragraph 3 provides an elaboration on this main point (e.g. it could be an example, or a case-study, or a reason to support point 1 etc.)



This type of structure is very useful when you want to introduce multiple arguments to support a point you want to make.

- There are three reasons to study linguistics (a) because it is exciting (b) because it is socially relevant and (c) because it is valued by employers.

It is also very useful when you want to compare and contrast arguments.

- Political Marxism is seemingly not as popular as it was in the 20th century. There are three reasons why this may be true. There are also two reasons why this might not a valid point.

2.5.3. *Complex structures*

There are many more structures than these. But with these basic two types which we encourage you to use. You can combine them in various ways to build more complex types of arguments and written assignment structures. Be creative and use the combination of structures that you feel best suits your requirements for a particular task.

There is a useful structure which is often used when presenting an argument. If, for example, you are asked to argue whether or not a particular theory is valid, your written assignment is more likely to succeed in convincing the reader if the way you structure the information builds a strong argument for your case. It might look something like this:

- Introduction
- Points which support the argument (arranged carefully so that they lead from one to the next)
- Points which do not support the argument, together with reasons why these points can be discarded, or are less important than the points which supports the argument
- Conclusion (in which you summarize the main points for your argument and mention briefly why you have rejected the counter-argument)

If you are asked to compare two authors' views (or two competing theories, etc.) then this structure would effectively be double:

- Introduction (in which you usually state which author/theory you agree with)
- Points which support the views of Author A
- Points which do not support the views of Author A
- Points which support the views of Author B
- Points which do not support the views of Author B
- Conclusion (in which you weigh up the points for and against A and B and state clearly again which author's view you support)

Sometimes it may happen that you think both views are equally valid or invalid and you should then say so and provide a synthesis of the two or an alternative explanation, as the case may be. This is not recommended unless you are very sure of yourself and your grasp of the issues, however. You should bear in mind that the authors you will be writing about are professional people who, while quite capable of making mistakes like any other human, have been working and reading and writing in the field for a lot longer than you have. It is a good habit to question constantly while reading, to decide for yourself whether the arguments put forward are valid or not and whether the approach taken by the author applies equally to the context you are considering. For example, an article written in America might not apply to South African conditions. However, one should be realistic and remember that it is unlikely for a professional author's viewpoint to be entirely without merit.

2.6. PEDAL and beginning to write

Start writing your assignment, adhering to the plan you've created. Remember that this process will take time, so plan accordingly. In our Department, we use a useful tool to help us to structure our argument in a persuasive way. This eventually translates into good academic writing. The tool is called PEDAL and is a kind of checklist.

When you ride a bicycle, you use the energy of your legs to pedal the bike forward. Each time you pedal, the bike moves forward a bit. But to get anywhere, you need to pedal

repeatedly: it is a cyclic system. The more you pedal, the faster the bike will move and the more stable it will be. The same applies to writing. Let's analyse how to "pedal" your argument forward.

First of all, it is important to distinguish between the underlying Function vs how the function is expressed in a text – they are not the same thing. The textual function relates to the meaning that we are trying to express. These relate to the argument and the planning and/or structure of the argument. You can keep an argument inside your head or express it orally i.e. it does not need to be written down. Examples of function relate to things like:

- Introducing an argument
- Introducing and describing evidence for the argument
- Interpreting the evidence in a persuasive way
- Concluding your argument
- Relating discourse given vs discourse new information in persuasive ways
- And many other similar things

Once we have worked out the function (i.e. what we want to achieve), we need to think of how to write this down in the most persuasive and clear way. We need to ask ourselves: what types of sentences do we need to write down to fulfil the textual function? This allows us to actually construct sentences and paragraphs and to write them down.

Although there are many ways of structuring paragraphs and arguments, in Linguistics 1 we encourage you to use the PEDAL system (for some of you this might be familiar as the PEEL system). PEDAL stands for: **P**oint, **E**vidence, **D**escription, **A**nalysis and **L**ink. Each paragraph must consist of the following components, preferably in the order given here.

	Textual function	How it is sometimes expressed in a text
Point	What is the point you are trying to get across? What conclusion are you trying to reach?	Your topic sentence. This is usually the first sentence of your paragraph. It tells the reader what the paragraph is about. There should be only one main point per paragraph.

<p>Evidence</p>	<p>What evidence or data will you use to support your point?</p>	<p>Evidence can take a variety of forms including: in-text referencing, data (numbers, words, sentences), graphs etc. Evidence can be introduced with phrases like: <i>for example; to make this claim concrete; this is shown by</i> etc. Evidence can also occur as numbered examples or bullet points in the text.</p> <p style="padding-left: 40px;">(1) <i>Jeg elsker Lingvistikk</i> I love Linguistics “I love linguistics” (Norwegian)</p> <p>Evidence is explained in more detail in the chapter on Authority in Writing and Referencing.</p>
<p>Description of Evidence</p>	<p>Evidence and data can be confusing or hard to understand so describe or “unpack” the data. Provide context where necessary. Help the reader understand the data on its own terms.</p>	<p>Description of evidence often depends on the theory or content of the written assignment. So there are many ways to do it. Here are some examples.</p> <p>This graph shows that X increases over time.</p> <p>These three words are all synonyms.</p> <p>These words describe a lexical set of “Anger”</p> <p>The following sentence is not accepted by speakers of this dialect.</p>

<p>Analysis of Evidence</p>	<p>Explain how the evidence/data demonstrates your point. Does your evidence show what you intend it to show?</p> <p>There is a subtle distinction between description of data (as neutrally described as possible) and analysis of evidence (theory dependent). Sometimes Description and Analysis sections of a paragraph are the same.</p>	<p>Analysis of data is often introduced with phrases like: this data shows that; this graph demonstrates how; what this evidence suggests that; this data explains how, so we can conclude that, etc.</p>
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<p>Link</p>	<p>Once you have made your point, then how does it link to the next part of your argument? Is it a cause of the following part of the argument, is it a point in addition to the next part of the argument, does it contrast with the next part of the argument? How does it link to the bigger picture that you are trying to persuade your audience of?</p>	<p>Links can take a number of forms. They can be either the last sentence of a paragraph or sometimes the first sentence of the next paragraph. Examples of phrases associated with linking are: <i>in the first place; first, second, third; in the light of; moreover; in addition; although this may be true; on the other hand, conversely, however, but, although, if...then, with this in mind, because of, this results in, for this reason, so, therefore, in conclusion, on the one hand, on the other hand, this contrasts with, this is similar to, conversely, however, in contrast, etc.</i></p>
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Once you have mastered the basics of how to build a paragraph with PEDAL, you can move on to more advanced uses of the system (e.g. introducing some of the components in a different order; omitting some components; using some components implicitly etc.). However, you are strongly encouraged to use this system during your first year.

2.7. Writing a draft

Once you have structured your written assignment you can begin to write. It's usually a good idea to write a rough draft of your written assignment first and then re-read it and alter it before printing it out in its final form. For more details on technical requirements and guidelines for style, see the separate sections elsewhere in this guide.

Grammar and spelling make an impression. Careless editing and proofreading can indicate to the reader a general sloppiness and detract from the quality of the work. Being very careful about spelling, punctuation and grammar is also good practice for later life when people may judge you and your suitability for a job at least partly on the basis of your use of language. In the department of Linguistics and Applied Language Studies in particular, we feel we would be failing in our duty if we didn't alert you to the importance of language use. While we don't explicitly teach you how to write grammatically, we hope to instill in you a useful awareness of language. We will, therefore, indicate some (but not all) spelling and grammatical errors in your work.

Although writing style is often something of a personal choice, you should bear in mind that an written assignment or assignment in an academic context requires a certain formality. That said, you may use the first person pronouns ("*I*" "*me*", "*my*") to refer to yourself and your ideas. This is particularly relevant when you are giving your opinion or interpretation. Phrases such as "the present author" to refer to yourself should not be used. Some students feel that using very long sentences and big words will make their written assignment more impressive but this is seldom true. Most often long sentences lead to grammatical errors and meaning that is not clear. Similarly, using words that one is not really familiar with can lead to all sorts of confusion. In both cases it may be difficult for the reader to see whether or not you really understand the issues in the assignment. The use of relevant terminology is obviously required for the sake of efficiency and clarity, but do make sure you understand it and use it correctly.

An important part of writing well is writing clearly and much of this clarity can be attributed to the way in which the information is structured. You should follow the guidelines suggested above in the sections on the different kinds of assignments but also bear in mind that structure within sections is important too. It is often helpful to write temporary headings in the first draft of your written assignment and make sure that each point under a particular heading does in fact relate to it in some way. This will also help you to avoid straying from the topic of the written assignment. Then remember to remove your temporary headings when printing or writing out the final version for handing in. Headings are not necessary in linguistics assignments.

Avoid very long paragraphs. A paragraph is a unit of meaning and signals to the reader that everything in it is connected. A paragraph that takes up a whole page, for instance, needs to be subdivided or cut shorter. Use the PEDAL system to ensure that your paragraph structure is appropriate.

Use “Links”: Various discourse markers (such as “but”, “however”, “therefore”) are very useful in structuring the information in your assignment and showing the relationship between different statements but again it is essential that you use these words accurately e.g. if you use the word “*thus*”, make sure that the following sentences does in fact follow logically from the previous one.

2.8. The reflexive cycle

Reflexivity is an integral aspect of the assignment writing process, particularly as you progress with your writing. You will need to embrace the fact that you are being trained to produce knowledge; to be more than a mere consumer of facts. And to create knowledge takes time, care and patience. As you write, you will learn. You need to be open to the possibility of developing new insights; of seeing things in a different light to how you may have started. At the very least, you should be open to the idea of revising and rewriting your assignment to improve its argument, style and structure. So you ought to adjust your assignment plan in response and also to treat your assignment as a draft which you gradually and incrementally improve.

Usually the first draft of an written assignment isn't very good. If we use writing to explore and think about issues, then it follows that the more we rewrite something, the deeper we engage with it. Therefore, you should probably never submit your first draft.

It has been said that good writing involves rewriting and rewriting and rewriting and rewriting until it looks like it took no effort at all! Ernest Hemingway, one of the most important writers of the 20th century puts it this way: “The only kind of writing is rewriting” (Hemingway, “A Moveable Feast” 1964).

On another occasion he was being interviewed about his work.

Interviewer: *How much rewriting do you do?*

Hemingway: *It depends. I rewrote the ending of Farewell to Arms, the last page of it, 39 times before I was satisfied.*

Interviewer: *Was there some technical problem there? What was it that had stumped you?*

Hemingway: *Getting the words right.*

(Ernest Hemingway, "The Art of Fiction," The Paris Review Interview, 1956)²

While most students do not redraft their written assignments 39 times, it is a good idea to accept that redrafting is important and desirable and to commit to doing it. Getting into the habit of redrafting while you are in first year will pay dividends as you become a senior student. It has been said that good writing involves rewriting and rewriting and rewriting and rewriting until it looks like it took no effort at all! Ernest Hemingway, one of the most important writers of the 20th century puts it this way: "The only kind of writing is rewriting" (Hemingway, 1964).

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Interviewer: *Was there some technical problem there? What was it that had stumped you?*

Hemingway: *Getting the words right.*

(Hemingway, 1956)

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- **Developing New Understandings:** As you delve deeper into your assignment topic and engage with research and literature, you may uncover new perspectives or

² <http://grammar.about.com/od/advicefromthepros/a/rewritequotes.htm> (accessed January 2016)

insights that challenge your initial assumptions. This process of intellectual exploration is natural and can lead to the refinement of your argument.

- **Revisiting and Revising:** When you encounter new ideas or develop new understandings, it's essential to revisit and revise certain sections of your assignment. Take a step back from your writing and critically evaluate your assignment plan. Consider whether your plan effectively addresses all key aspects of the topic and whether it aligns with the assignment question or prompt.
- **Ensuring Coherence:** Reflect on whether your assignment plan and writing are coherent. Do the main points of your argument flow logically from one to the next? Does each paragraph contribute to the overall coherence of your assignment? Ensure that your writing effectively communicates your intended argument to your audience, maintaining clarity and coherence throughout.
- **Making Adjustments:** Based on your reflections, make any necessary adjustments or additions to your assignment plan and writing. This may involve reorganizing the structure of your assignment, adding new sections to address emerging ideas, or refining your argument to strengthen its clarity and persuasiveness.
- **Embracing the Writing Process:** Understand that the iterative process of drafting, revising, and refining is normal and essential for producing a polished final product. Embrace this cycle of writing and rewriting as it allows you to deepen your understanding of the topic and strengthen your argument. Each revision brings you closer to achieving a coherent and compelling assignment.

Accepting the cycle of reflexivity and reworking has a deeper implication for who you are as a student and how you see yourself. Not only is it an act of humility to accept that one's first attempt may not be the best of all possible answers, but it is also importantly an act of tenacity and courage to step back into the arena and tackle the task again. By doing so, you are acknowledging to yourself that you have stamina and grit, and it signals to yourself that you are committed to making the best of yourself and to be the best person you can be.

2.9. Peer review and writing support in the Linguistics Department

In the Linguistics Department, we recognize that becoming a good writer and a successful student means a commitment to planning, drafting and rewriting written assignments. In

addition, we also recognize that good students are able to read texts critically, form opinions on those texts and explain them to others. In order to support these two sets of critical learning outcomes, we have instituted a peer review process and support for writing for all Linguistics 1 written assignment assignments. The support system will be explained to you in each module and includes:

- Planning written assignments and discussing them in your tutorials
- Writing a draft written assignment
- Provide feedback on the written assignments of your peers and receive feedback in turn
- Redraft your written assignment and resubmit it
- In tutorials, consider your response to peer reviews.

While a peer review process may be new to many of you, it has many benefits. It exposes students to good and poor exemplars of texts; it provides an opportunity to develop critical reading and thinking skills; it institutionalizes the need to plan, draft and rewrite assignments; and it develops a sense of audience. However, by far the greatest benefit to students is not so much in the feedback they receive (although that is useful) but rather in being forced to read texts critically and to express this in writing.

3. Authority in writing and referencing

It is a basic rule in academic writing that every statement you make must be supported, unless it refers to a fact that is very widely known (e.g. *English is the language of commerce in South Africa.*). We call this Evidence. This is directly linked to the “P” in PEDAL introduced earlier. Evidence for statements can come from various sources:

- Personal observation: one would usually make this type of statement in the interpretation section of an analysis assignment – but do make sure that your data does in fact support your statement. You would also make statements based on personal observations when your topic tells you to relate theories to your own experience.
- Data: data is an important type of evidence. If our arguments are well substantiated with data of various types, then it can help to make our arguments more compelling. There are many different types of data including anecdotal data, empirical/statistical data, qualitative data, observational data etc. Ultimately, it is one of the purposes of the university to collect more data and interpret it to create new knowledge. This is what you are expected to do as you become more experienced as a university student.
- Relevant authorities: these include books and journals. In some cases you may want to reference websites – but most websites are a bit dodgy, so don’t believe everything you read on the Internet. For example, Wikipedia is not considered a legitimate academic authority although the quality of information it provides is usually very good. However, it is a good idea to use Wikipedia to get started: Wikipedia provides good references that you can use to learn more about the topic and to expand your search to include other sources. A website should only be cited if its author (either a person or organization) and date is clearly displayed, and if this person or organization is a reputable authority in the field. For example, Statistics SA would be considered a reputable source of statistics on how many people in South Africa speak a particular language. Ask.com would not be considered a reputable source of information on anything linguistic.

All sources other than yourself must be acknowledged, that is, referenced. The reason for this and how to do it are discussed below.

3.1. Making claims supported by evidence

You will find that academic writing differs slightly from department to department but has a number of shared characteristics. Probably the most noticeable aspect of writing at university level is that your written work must make a claim, statement or point. You are writing an written assignment to provide information (claims) to the reader.

Your assignment will have an overall claim/point such as:

- “isiXhosa and isiZulu exist on a dialect continuum.”
- “This is a light-hearted conversation among participants who know each other equally well.”
- “The use of child-directed speech with infants enhances infants’ language acquisition.”
- “While promoting an overt sexist ideology, the text also perpetuates a less overtly presented capitalist ideology.”

But each paragraph that expands on this overall point/claim will have a point as well, and be linked to the overall point of the written assignment.

You know what a claim is now. But it’s not enough to only have a claim. For instance, A 5-year-old child can make a claim, such as “my imaginary friend is sitting there”. But this type of claim is not very persuasive because (a) the child is not seen as an authoritative source and (b) there is no evidence supplied to back up the claim. At university we teach you how to support the claims you make with evidence. In this way, you build up a series of arguments for why the reader should believe what you are saying.

Here is an example. While reading the back of a tube of toothpaste I noticed a claim made by the company: “Dentists recommend the [brand name] brand”. Unfortunately this claim was not supported by evidence leading me to ask the following questions:

- Which dentists recommend this brand?
- How many dentists recommend this brand?
- Are they even good dentists who recommend this brand?
- Why should I believe them?

However, if they had told me that The South African Dentist Association found that 95% of all 1 500 South African dentists in 2014 recommended this brand to patients then I am more inclined to believe their initial claim.

At the same time, a TV advert for a competing brand also said they were the #1 brand recommended by dentists. What questions can you ask yourself to explore this claim?

3.2. Using Evidence in your writing

The claims we make about something must be supported by evidence. But not only must it be supported by evidence, the evidence must be relevant and of good quality. For most university courses, this evidence will be found in peer-reviewed journals, books or other academic sources in the form of referencing. Luckily in Linguistics, we get to work with many different types of evidence, of which external sources are just one option. These different sources of evidence are presented in Table 1, below.

Table 1. Types of evidence and examples

Type of evidence	Example
1. Appeal to authority = referencing external academic sources' ideas	Doke (1954) explains that isiXhosa is a Southern Bantu language, along with isiZulu, isiNdebele and siSwati.
= directly quoting external sources (use sparingly)	There are four maxims: quality, quantity, relevance and manner (Grice, 1975). Baby talk is a "limited form of child directed language that is only used when addressing small infants" (Linguistics and Applied Language Studies Department 2015, p.17).
= quoting from the text (use line numbers)	There is a positive lexical set in lines 20-24 "happy", "joyful" and "contented". (<i>Text analysis</i>) Participant T's most used discourse markers are "like" and "um" (lines 12, 23, 45). (<i>Analysis of a conversation</i>)

2. Common sense or well-known undisputed facts	Water boils at 100°C Language enables humans to communicate
3. Numerical data	<i>After doing a survey:</i> 1% of participants have Sign Language as their primary language. Participant B speaks 23 times. (<i>Analysis of a conversation</i>) 53% of respondents are female. (<i>Survey data</i>) In text A, <i>kill</i> occurs as a process 43 times, and <i>killing</i> occurs as a subject four times. (<i>Text analysis</i>)
4. Observational data	<i>After observing students at the kaif:</i> slang was used more when lecturers were not present in the queue <i>After observing students in a tutorial:</i> English was used as the language of communication by the tutor.
5. Examples – mostly used in answering test questions	English can have complex onsets and complex codas e.g. twelfths and strand Andifuni ukusebenza 'Neg-I want to-work'
6. Personal experience / anecdote	In my family, a married woman uses <i>isihlonipha</i> to show respect to her husband. Immigrants don't struggle to integrate. My oupa was an immigrant and we fit in here fine.

This list of types of evidence may seem overwhelming, but you don't need to use every type for a Linguistics assignment. In fact, you need to select the most appropriate type of evidence for your written assignment, which will most often appeal to authority.

You will probably find that each department specifies a different way of acknowledging sources. This is understandable because different methods of referencing have arisen in different disciplines. Within disciplines too, there will be differences between the various academic journals, which you may notice when you read articles from them. This is simply a fact of life and one that you will need to accommodate. Our standard form for

referencing is set out below. Referencing refers here to two interlinked processes: acknowledging sources within the body of your assignment and providing a list of these sources at the end of your written assignment. Each of these will be dealt with in turn below.

3.3. Referencing

Referencing is *one* important way in which academic writing expresses the notion of authority in writing. In our department, we use the American Psychological Association (APA) style because it is widely used and documented. [You can find a very comprehensive reference for it at this link](#). Lunsford & Connors (1992, pp. 577-578) provide the following guidelines on using material from other sources:

3.3.1. *Material not requiring acknowledgement:*

- **Common knowledge:** when you state something that is common knowledge to most readers – e.g. *Nelson Mandela became president of South Africa in 1994* – you do not need to credit the source of this information.
- **Facts available in a wide variety of sources:** A fact that appears in a number of textbooks, yearbooks, and encyclopedias does not need to be cited by reference to a specific source.
- **Your own findings from field research:** If you conduct field research, just report your findings as your own.
-

3.3.2. *Material requiring acknowledgement:*

- **Direct quotations:** Whenever you use another person's words directly you must cite the source.
- **Facts that are not widely known or assertions that are arguable:** If the facts are unlikely to be known to your readers, or if an author makes claims that may or may not be true, cite the source.
- **Judgments, opinions, and claims of others:** Whenever you summarize or paraphrase someone else's opinion, give the source of that summary or

paraphrase – it does not matter that the wording is completely your own, you need to acknowledge the source.

- **Statistics, charts, tables, and graphs from any source:** Credit all statistical and graphical material not derived from your own field work, even if you yourself created the graph from data in another source.
- **Help provided by others:** Personal communication with a friend, tutor, lecturer, etc., may give you an idea to clinch an argument, or help you refine the questionnaire and conduct the survey. Give credit to anyone who provides you with necessary help.

3.4. A guide to referencing in APA style

In our department we use the APA style. The following website is particularly thorough and informative. If you have any specific instances where you are wondering what to do, please go to the website

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

It is important to remember that while you must obviously acknowledge the authors' *words* when you quote directly from their work, you also should acknowledge their *ideas* when you use them, even if you phrase those ideas in your own words.

3.4.1. Acknowledging ideas

As mentioned above, it is important to acknowledge an author's ideas, even if you do not quote his or her words directly.

When an author's name is introduced, the date of the work should follow immediately in brackets:

- *Widdowson (1979) did research into textualization.*

Notice that no page number is given if there is no direct quotation.

If the author's name is re-introduced after a few intervening paragraphs or if another author has been mentioned in between, then the year should be given again:

- *Widdowson (1979) did research into textualization. An excellent example comes from Swales (1974) who analysed data from chemistry textbooks. Widdowson's (1979) own work showed that*

If the author's name does not form part of the sentence, but you are using his or her ideas, you should acknowledge the source (name and year) in brackets at the end of the sentence. Note that the full stop to end the sentence comes after the brackets.

- *Attribution is an important convention in science (Bhatia 1993).*

If you discuss an author's ideas for an extended length (for more than one sentence), it is not necessary to reference the source in each sentence unless you mention another author in between. Just make it clear that the entire discussion is based on the ideas of this author.

- *Swales (1974) was studying the function of past participles. Pre-modifying en-participles, he found, textualize two different aspects of the text. He claims that attribution.....*

If Author A cites Author B and you want to discuss Author B's ideas but you haven't read their original work, you need to tell the reader where you read about them. So if you read about Foucault (2002) in Fairclough (2005), you would reference it as follows:

- *Discourse is an important vehicle for ideology (Foucault 2002, cited in Fairclough, 2005).*

If you quote from Foucault, you will need to supply the page number of the original Foucault quotation, and the page number in Fairclough's book, e.g.

- *"Economic discourse has never been a common discourse" (Foucault 2002:76, cited in Fairclough, 2005 p. 32).*

In the list of references at the end of the assignment, you only list Fairclough (2005) and not Foucault (2002).

Multiple authors:

If there are two authors, use both the authors' last names in the citation all the time.

- *(Smith & Wesson, 1999 p. 67)*

If there are three or more authors use all the authors' last names when you refer to the work for the first time.

- *(Smith, Jones & Wesson, 1999 p. 68)*

When you make subsequent reference to this work, only use the name of the first author and add the Latin phase: “et al”.

- *(Smith et al 1999, p. 68)*

Quoting directly

Although in general you are discouraged from using direct quotations in Linguistics assignments, quotations can be very useful when an author has expressed a concept or idea in a particularly clear or original way. When you do use the ideas or words of another author it is very important to give that person the credit for thinking them up in the first place. If you were to take an artist’s painting and pretend that you had done it, that would be stealing. In just the same way it is theft when you use, without acknowledgement, the ideas or words of a person whose life’s work is thinking and writing. Academic theft is called plagiarism and is taken very seriously.

In general you should not use direct quotations in Linguistics unless you are citing specific data from another paper. You should be careful not to fill your assignment with so many quotations that the reader cannot see whether or not you understand the issue yourself. It is almost always better to try and rephrase a quotation in your own words. This helps you understand what the quotation is about and also ultimately helps to prevent unintentional plagiarism. Unless the quotation is so particularly beautiful, succinct and well put that nobody could improve on it – rather just use your own words.

When you use words from another source, mark them off with quotation marks, e.g.

- *These structured sequences are known as “adjacency pairs” (Brown, 1983 p. 51).*

Even a single quoted word should be put into quotation marks if it represents a new concept – but only the first time you use it:

- *Sacks (1969 p.120) called these signals “backchannels”. There are several backchannels...*

If you are quoting from a book or a journal, add in brackets, near the quotation, the author’s surname, the book or journal’s publication date, a colon and the relevant page number. This is done in different ways depending on whether or not the author’s name is part of the sentence.

If the author's name IS part of the sentence it should look as follows:

- *Bhatia (1993 p. 20) claims that this highlights the "tactical aspect of conventional language use".*

If the author's name is NOT part of the sentence. Note that the full stop to end the sentence comes after the brackets.

- *This part of linguistic analysis highlights the "tactical aspect of conventional language use" (Bhatia, 1993 p. 26).*

If the quotation is long (i.e. 40 words or more) then it is not enclosed in quotation marks but, instead, is double indented (i.e. the left and right margins are moved in) as a separate paragraph and the reference appears immediately after the quotation on a new line, against the right margin:

- *English, across Africa as a whole, enjoys positive stereotypes and high international prestige. It would appear from this study that speakers of English, particularly those who are mother-tongue speakers, are warmly regarded, and people are predisposed to think highly of them (Schmiedt, 1991 p. 27)*

If the author's name is part of the sentence introducing the quotation, then the reference should not be put after the quotation, but should be included as follows:

- *Schmiedt (1991 p. 27) reports that English, across Africa as a whole, enjoy positive stereotypes and high international prestige. It would appear from this study that speakers of English, particularly those who are mother-tongue speakers, are warmly regarded, and peoples are predisposed to think highly of them.*

3.5. Bibliographies

Some call it a reference list, others call it a bibliography, but the fact remains that somewhere you have to provide the reader with a list of the sources you have consulted so that they can find them for themselves if they want to. A reference list is strictly a list of only those sources which you have explicitly mentioned in the body of your work, while a bibliography is a list of everything that you read that influenced your thinking, including all the sources you referred to in the body of your work. But seeing as you will be

acknowledging all the ideas in your assignment which come from other sources, there isn't much difference between them. Note that the list is always in alphabetical order according to the surname of the first author. This list is attached at the end of your assignment and should be set out carefully according to the instructions below. If you have any doubts or any situations which are not covered below, then please use the link above to the APA style resource.

3.5.1. If your reference is a Linguistics Manual:

Reference it as a book but where the author is "Department of Linguistics and Applied Language Studies. The year is always the year in which it was printed i.e. the current year.

Department of Linguistics and Applied Language Studies. (2024). *Introduction to African Linguistics 1*. Rhodes University.

3.5.2. If your reference is a book:

Langacker, R. W. (1997). *Language and its Structure*. London: Harcourt Brace.

Lunsford, A., & Connors, R. (1992). *The St. Martin's Handbook*. New York: St. Martin's Press.

3.5.3. If your reference is a chapter in a book:

Barr, H. J., & Henderson, P. (1995). Linguistics for South African students. In T. Johnson (Ed.), *Linguistics for the Language Professions* (pp. 122-134). Johannesburg: Sundown Press.

Note that the second and subsequent lines of the reference are indented and that the page numbers of the chapter are given after the title of the book.

3.5.4. If your reference is an article in a journal:

Greenback, P. (1994). The language of dancehall dancers in Jamaica. *Journal of West Indian Language Varieties*, 6(2), 167-174.

3.5.5. *If your reference is a website:*

Department of Linguistics and Applied Language Studies, Rhodes University. (2023). Linguistics at Rhodes University. Retrieved January 20, 2023, from <https://www.ru.ac.za/linguisticsandappliedlanguagestudies/>

Note that the date of download is given at the end because websites change.

If you use more than one source by a particular author from the same year, you should label them “a”, “b” and so on. The ordering of the labelling is based on the alphabetical position of the first word(s) of the title of the work:

Smith, A. (1998a). *How I won the Wild West*. Dordrecht: Foris.

Smith, A. (1998b). *The Wild West*. Dordrecht: Foris.

4. Plagiarism

Quiz

Test your understanding of this section by taking the quiz. You can do it as many times as you like.

Plagiarism refers to the practice of presenting material or ideas which has been contributed by someone else as your own work. Any use of material that is derived from the work of another person constitutes plagiarism if you hand in an assignment under your own name which, either in part or as a whole:

- Is copied from an written assignment or practical report written by another student
- Is copied from a document downloaded from a website
- Is copied from a published article or book chapter
- Has been written for you by someone else
- Does not acknowledge general intellectual debts to the work of others.

Plagiarism goes well beyond simply “copying” the text of somebody else. It also relates to not being intellectually honest about where your ideas came from. Almost always we are inspired by the ideas and research of other people: this is why we emphasize the importance of reading so much. However, this also means that we need to acknowledge our intellectual debts. This is expressed very well by Isaac Newton: “If I have seen further, it is by standing on the shoulders of giants”³ where he acknowledges that his insights are based, in part, not on his own unique genius but on the work of those before him. Therefore, we need to take seriously the need to not only cite our textual sources but also our intellectual sources too.

³ https://en.wikipedia.org/wiki/Standing_on_the_shoulders_of_giants (accessed January 2016)

You will find the university's policy on plagiarism at

https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/policies/Common_Faculty_Policy_and_Procedures_on_Plagiarism.pdf.

What follows is a simplified explanation

of what plagiarism is and how it is handled, tailored to this department.

4.1. Disciplinary action in response to plagiarism

Where staff members have evidence that students have plagiarized work, the matter will normally be referred to the course lecturer and head of department, who will set up a Departmental Plagiarism Committee to review the evidence if the allegations are serious. If they conclude that plagiarism has occurred, they will make a ruling on disciplinary steps, which may include:

- imposing a mark penalty for minor infringements (e.g. -30%)
- awarding an written assignment '0' and placing the case of plagiarism on the student's record for more serious infringements
- giving the student a DPWP (DP Withdrawn for Plagiarism) for blatant cases of plagiarism
- reporting the matter to the Senate Plagiarism Tribunal (exclusion may result.)

Warning! Please be careful. Many students think that there is no harm in copying sentences from books and articles when writing written assignments and reports. However, in terms of the policy stated above, the use of even one sentence without full referencing, as described below, constitutes plagiarism and is not acceptable. As a university student you are being trained to understand and observe the highest standards of ethics and integrity in the writing of written assignments and reports. The Department expects these high standards to be observed as a matter of course.

4.2. The purpose of the protocol

The department of Linguistics and Applied Language Studies has developed a protocol for dealing with instances of plagiarism. This protocol is intended as a brief, clear, easy-to-understand guide for staff and students in the Department of Linguistics and

Applied Language Studies on what plagiarism is and how to approach situations of suspected plagiarism. It explains what we view as plagiarism, how we evaluate the seriousness of a case of plagiarism, and what procedures should be followed if a case of suspected plagiarism is found.

4.3. What is plagiarism?

Plagiarism refers to the practice of presenting material which has been written by someone else as your own work. Any use of material that is derived from the work of another person constitutes plagiarism if you hand in an assignment under your own name which contains any unacknowledged material (sentences, diagrams, data tables or any other work) which:

- Is copied from an assignment written by another student
- Is copied from a document downloaded from a website
- Is copied from a published article or book chapter
- Has been created for you by someone else
- Has been created by a group of students (unless the topic of the assignment specifically called for group work in some form)

The way to acknowledge the work of other people in your assignments is to reference according to the guidelines in this book. Any material in an assignment from sources other than you that is not referenced will be regarded as having been plagiarized.

This means that if you use even one sentence or parts of a sentence or parts of a diagram from another author and do not reference it, you have plagiarized. Any words which you copy word-for-word from another author must be put in quotation marks, and an in-text reference in brackets must appear after them. The text (book, journal article or website) that the words come from must also be listed in the reference list at the end of the assignment. When you do not copy words from other authors, but take their ideas and put them in your own words (i.e. paraphrase them), you do not need quotation marks, but must still provide an in-text reference in brackets and put the text in your reference list.

If you are unsure whether some parts of your assignment constitute plagiarism or are referenced incorrectly, please ask your lecturer or tutor to look at it and give you advice before you submit it.

4.4. Assessing the severity of plagiarism cases

The university recognizes three categories of plagiarism. These are explained in the following excerpt from “A Summary of the Common Faculty Policy and Procedures on Plagiarism for Students”:

Category A: Such cases (minor infractions) are dealt with by staff, either through education, mark penalty or repeating of work. If such a case arises, you should speak to the lecturer about the issue, so that you do not make the mistake again. If you are dissatisfied, you can ask that the matter be referred to a departmental committee. You should be aware, though, that this committee hears the matter afresh, and may impose a heavier penalty than your lecturer did.

Category B: These are more serious cases, and must be referred to a Departmental Plagiarism Committee to be investigated. You will be given the evidence against you, and will be called to a hearing, which will be before a committee of two members of staff. **The university policy requires that this hearing be conducted according to due process, and the policy sets down very clear procedures that must be followed.** You must appear at this hearing, and you may be represented by a fellow student or a staff member if you wish. The lecturer will present the evidence against you, and you will have a chance to respond. The committee members will also be entitled to ask questions of you. You are encouraged to be honest in this hearing. Please note that ignorance is not a defence, but may be relevant to the penalty you receive. If you are found to have committed this category of plagiarism, the penalties may range from a loss of marks to a mark of 0 being awarded, to the removal of a DP. You may also be required to re-submit work to show you have learnt a lesson.

Category C: Such cases (extremely serious, warranting possible rustication or exclusion) are referred by the Head of Department to a Senate Plagiarism Tribunal for a hearing, a finding and a potential penalty. These procedures may be found in the main policy document.

The department uses a “points system” *as a guideline* to assess the severity of cases of plagiarism, following which the case is evaluated holistically with context taken into account. The following table lists the criteria against which we assess cases of plagiarism

on its left-hand side. The top row indicates the points that are allocated to specific circumstances according to these criteria. This is given as an indication for example purposes, only. In no way does it commit the Department to any particular course of action.

Points	1	2	3	4
Student year	First year	Second year	Third year	Postgraduate
Previous offences (if any)		1 Category A offence	1 Category B offence	2 or more Category B offences
Amount the assignment is worth	Tutorial workpoints		Module assignment or test	Research Report / ProfComm Report assignment
Scale of offence	Up to one paragraph / one diagram	Up to one page	Multiple pages	Entire assignment
Source of plagiarized material	Journal article / book / Internet		Other student	
Nature of offence	Poor paraphrasing but where source is referenced in text (i.e. use of synonyms with similar but not identical sentence structure and sequence of ideas)	Direct quote without quotation marks, but where the source is referenced in text	Paraphrasing without acknowledging the source in the text (irrespective of whether it is in the reference list or not).	Direct quote without acknowledging the source in the text (irrespective of whether it is in reference list or not)

The number of points allocated to a plagiarism case is the sum of the points allocated to each cell in the table that applies to the case. Once the sum of these points has been calculated, the following table provides a guide suggesting which category the case should be placed in, and what the penalty should be.

Number of points	Suggested category	Suggested penalty
1-8	A	-30% ⁴ and resubmit assignment for DP purposes
9-13	A	-50% and resubmit assignment for DP purposes
14-16	B	0 and resubmit assignment for DP purposes
17-18	B	DP withdrawn for plagiarism (DPWP)
19-23	C	DP withdrawn for plagiarism (DPWP)

Since we believe that these penalties should play an educative role where possible, we ask students found guilty of lesser cases of plagiarism to resubmit their assignments with the instances of plagiarism rectified for DP purposes. The lecturer responsible for the assignment in question must be satisfied that the assignment is no longer plagiarized before the student is allowed to retain his/her DP.

The penalties and category classifications given on this table are only suggestions, and lecturers or plagiarism committees may decide to give stricter or more lenient penalties depending on the circumstances of the situation.

Examples

1. If a first-year student (1 point) with no previous offences (0 points) plagiarizes two pages (3 points) in her Texts module written assignment assignment (3 points) from an Internet site (1 point) and quotes without acknowledging the source in the text (4 points), the case will receive $1 + 0 + 3 + 3 + 1 + 4 = 12$ points. This means that the case is likely to be treated as a Category A offence. The student will normally receive a 50% mark penalty and will have to resubmit her written assignment for DP purposes.
2. If a second-year student (2 points) with no previous offences (0 points) plagiarizes a few paragraphs, but less than one page (2 points) in his module assignment (3 points) from another student (3 points) and does not acknowledge the source in the

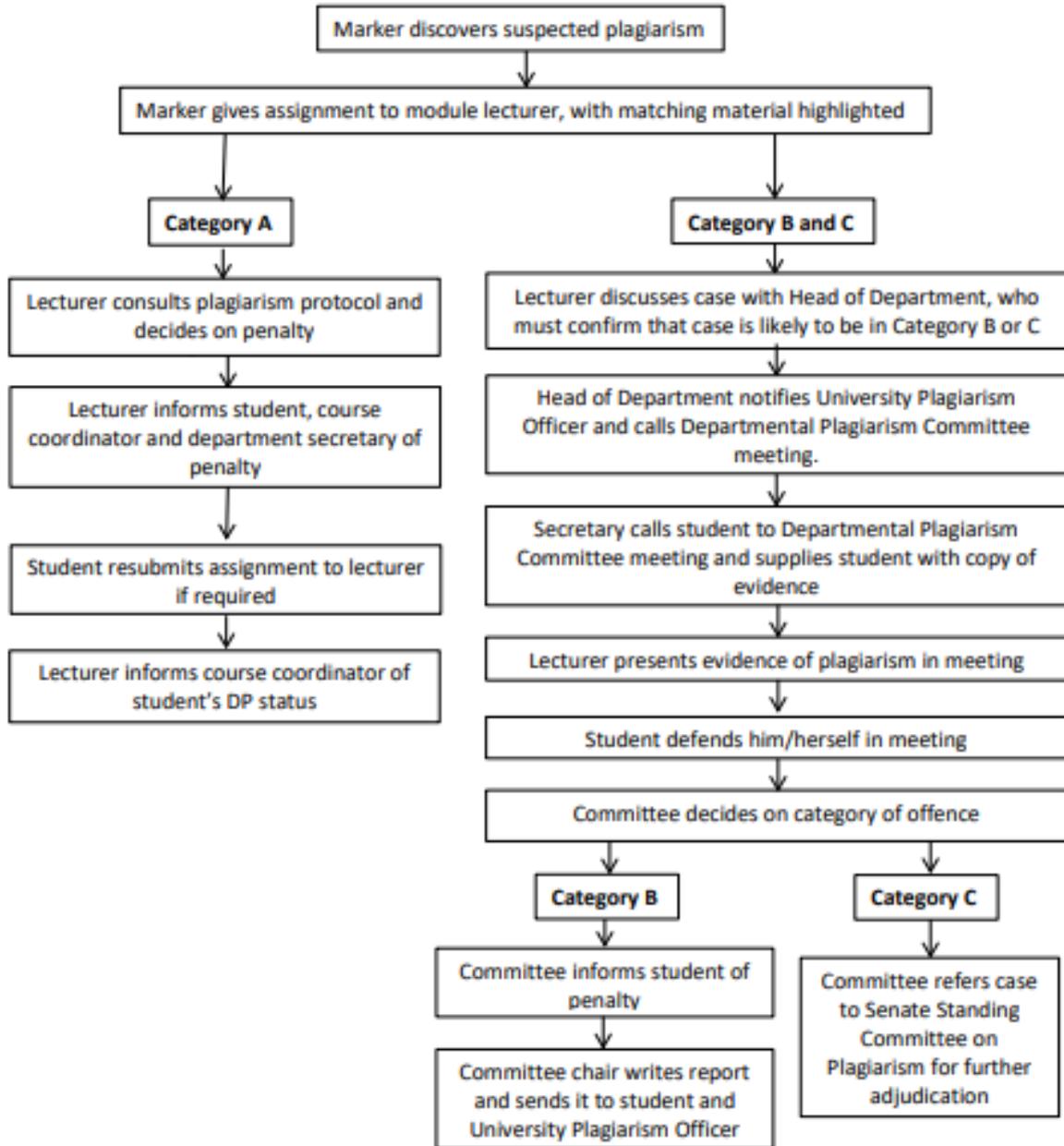
⁴ Where the suggested penalty is a mark deduction, that mark deduction should be calculated as a percentage of the student's original mark for the assignment. For example, if a student was originally awarded 62/100 for an assignment and has 50% deducted as a penalty for plagiarism, his final mark should be 31%.

text (4 points) the case will receive $2 + 0 + 2 + 3 + 3 + 4 = 14$ points. This means that the case is likely to be treated as a Category B offence. The student will normally receive 0 for the assignment and will have to resubmit his written assignment for DP purposes.

3. If a third-year student (3 points) with two previous Category B offences (4 points) plagiarizes her research report (4 points) in its entirety (4 points) from a past student (3 points) but paraphrases it rather than quoting directly (3 points), the case will receive $3 + 4 + 4 + 4 + 3 + 3 = 21$ points. This means that the case is likely to be treated as a Category C offence. The student will normally have her DP withdrawn for plagiarism.

4.6. What happens when plagiarism is suspected

The following flowchart explains what procedure should usually be followed when the marker of an assignment has reason to suspect that plagiarism has been committed.



4.7. Plagiarism exercise

This exercise is designed to help you understand what plagiarism is, and how to avoid it. Plagiarism is, roughly, the use of someone else's words or ideas without acknowledgment. It is a very serious problem and can be seen as "academic theft". Plagiarism carries heavy penalties at Rhodes. You should make sure that you know how to avoid it. The exercise below is based on "Plagiarism: What is it and How to Recognise and Avoid it" <http://www.Indiana.edu/~wts/wts/plagiarism.html> Date accessed 15/10/2003. For more information on referencing in this department, please read your *Guide to Writing Assignments* carefully.

Sample Text

One of the most closely investigated forms of animal communication is the 'dance' performed by a honey bee when it returns to the hive, which conveys precise information about the source and amount of food it has discovered. Several kinds of movement patterns have been observed.

(Crystal 1987: 397)

Bad paraphrase of the sample text

One of the most closely studied forms of animal communication is the honey bee "dance" performed by the bee when it returns to the hive. This conveys precise information about the quantity of food it has found. Scientists have noted several different types of movement patterns.

Why it is a bad paraphrase and therefore plagiarism:

- * The writer has only changed a few words and the structure is still almost the same as the original.
- * No reference is provided for any of the facts.
- * It doesn't convey the content accurately. For example, it only mentions the quantity not the source of the food.

Good paraphrase of the sample text

Honey bees perform a dance after discovering food for the hive and this form of animal communication has been studied extensively. There is a variety of ‘dances’ used and these are thought to supply other bees in the hive with fairly accurate information concerning the whereabouts and the quantity of the food source (Crystal 1987).

Why it is good and therefore an acceptable paraphrase:

- * Accurately conveys the same content but in a very different format from the original.
- * It is referenced by giving the author’s name and the year of publication – this indicates that the ideas in the paragraph were taken from this source.

Good combination of paraphrase and quotation

Honey bees perform a dance after discovering food for the hive and this form of animal communication has been studied extensively. There is a variety of “dances” used and these are thought to supply other bees in the hive with “fairly accurate information” (Crystal 1987:397) concerning the whereabouts and the quantity of the food source (Crystal 1987).

Why this is acceptable paraphrasing:

- * The information is recorded accurately.
- * Both the direct quote (including author, year and page number) and the ideas (just author and year) are referenced.

Terms you need to know OR What is Common Knowledge

Some facts are common knowledge i.e. they are so well known that you don’t need to reference them, e.g.:

South Africa held the first democratic elections in 1994.

However, you must reference facts and figures that are not generally known. You must also reference any opinions, interpretations or analysis.

According to Meer (1995), Mandela led the 1994 elections from the front and with his characteristic charisma and charm managed to win many hearts.

The idea that Nelson Mandela has charisma and charm is an interpretation or an opinion so it needs to be referenced.

Now try the following exercise on your own.

Twins have often been observed to talk to each other in a way that is unintelligible to adults or other children. The phenomenon has been variously labelled 'cryptophasia', 'idioglossia', or 'autonomous speech'. Estimates of incidents are uncertain, but some have suggested that as many as 40% of twin pairs develop some form of private speech, especially in the second year.

(Crystal 1987: 247)

1. Write a poor paraphrase of the above text. Explain why it is a poor paraphrase.
2. Write an acceptable paraphrase and prepare an explanation of its merits.
3. Write an acceptable paraphrase and quotation combination.

5. Using AI tools responsibly

5.1. Why we address AI explicitly

Artificial intelligence–based writing and language tools are now part of ordinary academic, professional, and everyday practice. These tools are here to stay. Attempting to prohibit or police their use is neither realistic nor educationally responsible.

At the same time, AI tools are not a replacement for your own thinking. They do not replace the need to exercise judgement, develop arguments, think creatively, or learn new intellectual skills. Nor do they substitute for gaining genuine competence in the subject matter of a course.

The university has developed a useful guide to the use of AI in student learning, which should be read in conjunction with this chapter. You can find it at <https://bit.ly/3HW4xPr>.

The Linguistics Department does not frame academic integrity around the simple question “Did you use AI?”. Instead, we focus on how AI is used, what role it plays in your learning, and what you ultimately submit as your own work.

Departmental focus

Academic integrity is not defined by the absence of tools, but by the presence of understanding, judgement, and accountability.

Using AI is not inherently a problem. Submitting work that you do not understand, cannot explain, or did not actively shape is.

The central questions that guide our approach are therefore:

- Do you understand what you have submitted?
- Do you take ownership of it?
- Can you stand behind its claims and reasoning?
- Does the work reflect the best possible version of your current intellectual ability?

AI use is acceptable and often beneficial when it supports learning, reflection, and improvement. It becomes problematic when it displaces your own thinking or obscures your level of understanding.

Academic integrity in this department is not defined by the absence of tools, but by the presence of understanding, judgement, and accountability. Using AI is not inherently a problem. Submitting work that you do not understand, cannot explain, or did not actively shape is.

5.2. Core principles guiding AI use

The department's approach to AI use in academic writing rests on a small set of principles.

- First, learning matters more than tool avoidance. You are expected to develop knowledge, skills, and intellectual independence. Tools should support that process, not bypass it.
- Second, tools do not replace authorship. AI systems do not “know” what they write, do not understand your course content, and do not share responsibility for your work.
- Third, understanding matters more than surface originality. Writing that is fluent but conceptually shallow, ungrounded, or misunderstood does not meet academic standards, regardless of how it was produced.
- Finally, responsibility cannot be delegated. Whatever tools you use, you remain accountable for the content, arguments, interpretations, and accuracy of what you submit.

5.3. Becoming a competent user of AI tools

Students are encouraged to become informed, skilled, and critical users of AI systems.

Competent use includes:

- Understanding what an AI system can and cannot do.
- Recognising that AI can produce fluent language without reliable understanding.
- Treating AI outputs as material to evaluate, revise, and take responsibility for.
- Developing the ability to question, challenge, and improve what the AI produces.
- Being able to explain to others how to use AI tools in competent ways.

Using AI uncritically is not a shortcut. It often results in vague, generic, or inaccurate work. Skilled use requires judgement, engagement, and time.

In practice, this means working *with* AI rather than handing work *over* to it.

5.4. Acceptable and encouraged uses of AI

The department recognises that students may use AI tools in a range of legitimate ways, including:

- Clarifying assignment instructions and unpacking what is being asked.
- Exploring unfamiliar concepts or terminology as a supplement to lectures and readings.
- Brainstorming ideas, outlines, or alternative ways of structuring an argument.
- Improving clarity, coherence, grammar, and academic register.
- Turning notes, bullet points, or rough drafts into more polished prose.
- Assisting with conventional academic tasks such as summarising, rephrasing, or standardised reporting (for example, describing statistical results in an accepted format).

In all cases, you remain responsible for deciding what to include, what to exclude, and how claims are framed and supported.

5.5. Unacceptable uses and risk zones

Some uses of AI undermine the purpose of academic assessment and are not acceptable.

These include:

- Submitting work that you do not understand or could not explain if asked.
- Using AI to fabricate data, references, or sources.
- Delegating interpretation, argumentation, or analytical judgement to an AI system without critical oversight.

- Using AI in ways that directly violate task-specific instructions or learning outcomes.

The key issue is not whether AI was used, but whether it replaced your intellectual engagement with the task.

5.6. Working well with AI: reflective questions

Students are encouraged to treat AI tools as conversational partners rather than automatic text generators. The questions below are intended to help you reflect on your practices while working with AI.

A. Dialogue and interaction

- Am I engaging with the AI as part of an ongoing conversation, rather than issuing a single instruction and accepting the output?
- Am I treating this process as a dialogue, similar to the interaction between writer and reader in academic writing?
- Am I responding to the AI's outputs by refining, challenging, or redirecting them?

B. Contribution and authorship

- Am I contributing substantive ideas, examples, or arguments of my own?
- Are my own insights shaping the direction of the text?
- Could I identify which parts of the argument reflect my thinking rather than the AI's default patterns?

C. Critical stance

- Do I actually agree with what the AI has written?
- Have I evaluated its claims for accuracy, relevance, and coherence?
- Have I checked for assumptions, oversimplifications, or ideological framing that I would not endorse?

D. Learning and competence

- Do I feel more competent at this task as a result of using AI, or less?
- Am I using the AI to learn how to do something, or to avoid learning how to do it?
- Could I reproduce this kind of analysis or writing independently next time?

5.7. Your academic voice

Developing an academic voice takes time. It emerges through practice, revision, feedback, and growing confidence in your ideas. AI tools can support this development, but they can also flatten it if used uncritically.

As you work with AI, ask yourself:

- Does this writing sound like me, or like a generic academic voice?
- Have I edited the text line by line, or mainly accepted it wholesale?
- Is the AI helping me clarify my thinking, or replacing the need to think carefully?
- Does the final version reflect how I would explain these ideas to another person?

Your goal is not to sound “academic” in the abstract, but to sound like *yourself* working within academic conventions.

5.8. Competence, pride, and responsibility

Academic work is not only about meeting requirements. It is also about developing confidence in your own intellectual abilities.

Reflect on the following:

- Would I feel comfortable explaining my use of AI to my lecturer or examiner?
- Would I feel uneasy or ashamed doing so?
- Do I feel that I learned something meaningful from this assignment?
- Am I more aware or more competent now than when I started?
- Does this submission represent work I am proud to attach my name to?

If the answer to these questions is yes, your use of AI is likely supporting your learning rather than undermining it.

5.9. Transparency and uncertainty

Where AI tools have been used in a substantial or non-obvious way, students are expected to be transparent, in line with course or departmental guidance. Transparency is part of responsible academic practice, not an admission of wrongdoing.

Expectations around AI use may differ across courses and assignments. If you are unsure whether a particular use of AI is appropriate, consult your lecturer or tutor before submitting your work.

5.10. Exercise in responsible AI use

Let's get familiar with using AI tools responsibly, especially ChatPDF, while also building some basic computer literacy skills.

Instructions:

1. Sign up on ChatPDF:
 - Head over to chatpdf.com and sign up for an account using your email address.
 - Remember that you can only do two uploads per day and they cannot be too long – so work carefully.
 - You will need to multitask. Note that although you can use your phone for this task, it is better to use a larger desktop/laptop to more quickly and efficiently move between windows, etc.
2. Download/Export a document as a PDF:
 - Export this “Guide to Academic Writing” to PDF. If you prefer you may export a chapter of your Linguistics manual.
3. Shorten or extract specific pages:

- Learn how to shorten a PDF document or extract specific pages using basic computer functions or online tools.
 - Follow the steps to print the document to PDF, selecting the specific pages you need (e.g., from chapter 1 to the end of the document, excluding references).
4. Upload document to ChatPDF:
 - Once you've shortened or extracted the desired pages, upload the PDF document to ChatPDF.
 5. Explore ChatPDF features:
 - Start exploring the features of ChatPDF, such as summarization, text analysis, and question generation.
 - You may also choose to use ChatPDF along with ChatGPT or Google Translate at the same time.

Here are some questions you could try. These are based on Bloom's Taxonomy (Bloom, 1956). Note that these questions are specifically designed for exploring the Guide to Writing Assignments. They are not appropriate for every reading you will do. But they give an idea of the types of things you can ask.

It is important to remember that AI is not a substitute for your own brain. AI does a passable job at recalling what is in the text itself and even summarizing. But as you proceed from Remembering and Understanding to Analysis and Evaluation, the AI becomes dumber. To use it properly at these advanced levels you will need to pay careful attention to your prompts and to be analytical and creative in devising them.

1. Remember:
 - What are the main ideas or key concepts discussed in the reading?
 - Give examples of Linking words and phrases.
 - How does resubmission of assignments work in this document?
 - What technical jargon appears in this article?
2. Understand:
 - Explain the main themes presented in the reading.

- Summarize the author's perspective on [[insert topic or theme]]?
 - Rephrase this in simple English.
 - Translate this into [[isiZulu – or language of your choice]] (*You may need to use Google Translate to achieve this.*)
 - What is a metafunction? (*this is a term that appears in the Guide*)
3. Apply:
- What are the real-world implications of PEDAL?
 - How might plagiarism affect my career?
 - *Try and use AI to generate answers with PEDAL. Here is an example:*
 PEDAL stands for Point, Evidence Description, Analysis, Link. Please rephrase the following according to Pedal. ### Voicing can distinguish phonemes in English. In the contrast between [p] and [b] we can find voicing. One is voiced and the other is not. This shows that phonemes can be contrasted by voicing. Example is "pat" vs "bat" which have different meanings.
4. Analyse:
- What are the main themes?
 - Expand and discuss [[include a theme from the output]] in more detail?
5. Evaluate:
- What are the strengths and weaknesses of the author's arguments?
 - Do you agree or disagree with the author's conclusions? Why or why not?
 - What are some shortcomings of this document?
6. Create:
- Generate new ideas or hypotheses based on the information presented in the reading.
 - Design an experiment or study to further investigate the topic.
 - Synthesize information from multiple readings to develop a new perspective or argument.

5.11. Reflection on the exercise

This must be done without the aid of an AI tool. Consider the following questions carefully and write brief notes about your response to each. Try and include an example wherever you can.

1. How has your understanding of the reading been enhanced by using AI tools such as ChatPDF?
2. What specific AI features did you find most helpful in engaging with the reading?
3. In what ways do you think that using AI tools could change your approach to reading and studying academic texts?
4. Reflect on any challenges or difficulties you encountered while using AI tools for academic reading. How did you overcome them?
5. Reflect on your experience with extracting specific information or summarizing key points using AI tools. How did this process compare to traditional methods of reading and note-taking?
6. Do you think that by using AI tools you may have missed important information that you just did not think about asking about?
7. Reflect on the importance of critical thinking and skepticism when using AI-generated content. How can you ensure that you critically evaluate the information provided by AI tools?
8. Consider the balance between using AI tools as aids to enhance your learning and maintaining your own agency and critical thinking skills. How can you strike this balance effectively?
9. Finally, input your notes on ChatGPT and develop a creative prompt to make it generate a **900-word** written assignment that addresses each of the questions above using your own notes as an input.
 - a. How did you do it?
 - b. What challenges did you experience?

This chapter was generated with the assistance of AI.

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