

Supporting scientific writing during program

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Developing writing skills during degree programs

It is described in the chapter [Writing is a skill](#) that students need training in writing and information acquisition. They also need support.

How do we ensure this during degree programs?

It is good to remember that new students start not only in a candidate program but also on other degree levels. If there are writing assignments and Turnitin submission boxes in the beginning of every degree program, we can ensure that all students get familiar with criteria of writing and the code of academic integrity. It is also valuable experience about writing before starting a thesis.

Training writing in own words and Turnitin submission in every degree programme

Doctoral thesis
1. year course, a writing assignment in a doctoral program
Master's thesis
1. year course, a writing assignment in a Master program
Candidate's thesis
1.-2. year courses, writing assignments in a Candidate program

Why do people plagiarise and how do we prevent it?

Why do people plagiarise?	What can we do about it?
All people break rules, if they consider it harmless.	Make integrity policies and tools visible. Use Turnitin for submissions.
Writing under pressure can make anybody deceit <ul style="list-style-type: none"> • poor time management • unrealistic understanding of one's skills in academic writing 	Help students <ul style="list-style-type: none"> • in time management of a writing process • rehearse information seeking and academic writing.

Students lack writing skills (it is emphasized if they write in foreign language) and deep understanding of the code of academic integrity	Let students experience Turnitin originality check with drafts before submitting papers for grading
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Assignment types that encourage writing in own words

Ideas for designing writing assignments that encourage students writing in own words are presented in the KTH publication [Guiding students away from plagiarism](#) (Carroll and Zetterling, 2009, 42-50). Read illuminative examples of assignments from the guidebook. A summary of the ideas is compiled in the following table:

Avoid	Instead, choose
problems that already have an existing answer <ul style="list-style-type: none"> • topics as questions like "Sustainable development" • verbs like describe, identify, list, recount, draw upon • "a question saying Google" • questions from past courses 	action verb like <i>rank, plan, alter, invent</i> > it stimulates interest that work has to be done <ul style="list-style-type: none"> • "a question saying 'Google then think'" • new questions for each course
questions that make it easy to copy from other students <ul style="list-style-type: none"> • if there is only one answer or few possible solutions 	questions individualised with data or resources <ul style="list-style-type: none"> • a common template, but a unique topic • using personal experiences, experiments or activities
generic or worn out questions	specific questions about more general topic <ul style="list-style-type: none"> • local aspect • the latest information about the topic • specific data applied
assignments that require skills that are not taught yet	assignments that are divided into parts that train pointed skills
too hard assignments	a suitable challenge <ul style="list-style-type: none"> • smaller assignments • assist students how to do it • a group task instead of individual work
hidden criteria	open criteria about what aspects are valued

Writing process and tools for writing

See the chapter [Skilful writing and plagiarism avoidance](#) in students' Turnitin instructions:

- [Writing as a process](#)
- [Information seeking and managing references](#)
- [Handling references - examples of plagiarism and non-plagiarism](#)
- [Co-operation in writing](#)

Help students in time management

Instead of one due date for an assignment



have due dates for a draft and a final version



or three: for a sub task, another sub task and a final version

