

Glossary of Terms

- Abbreviations used in referencing** A variety of ways in which reference information is shortened to avoid repetition and redundancy.
- Abridged edition** A book that has been reissued in a shorter, condensed format.
- Abstract/Executive Summary/Synopsis** A statement of the key information from each section of a report or research paper.
- Academic argument** An intellectual dispute with others over the truth/falsity or relevance/application of some claim to scholarly knowledge—with the aim of arriving at a more accurate version.
- Academic expectations** Skills that you are required to demonstrate to lecturers as a post-graduate student.
- Academic integrity/misconduct** This encompasses a range of issues in universities most commonly related to cf plagiarism and the avoidance of this to ensure the maintenance of appropriate scholarly standards.
- Academic tribes** The implicit character and rules of different academic disciplines in relation to what counts as evidence, what are legitimate areas of research and study, and what is expected of students in regard to assignment writing.
- Academic profiling** Using online tools to market one's skills and experience (including one's publication record) (cf 'corporate profiling').
- Accommodation Office** A place that organizes accommodation for students attending a university.
- Acknowledgement** Using referencing to show how you have used the words and/or *ideas* of others (see also 'reference/citation').
- Active learning** Learning by doing something for yourself and not relying on others (cf 'passive learning').
- Activity-based tutorials** Tutorials where students do something practical in class (e.g. engage in practical simulations) (cf 'problem-based tutorials', 'issue-based tutorials').
- Additive task** A task where group members each assess the individual contributions of a jointly assessed piece of work (cf 'conjunctive' and 'additive tasks')
- Agreeing or disagreeing with the work of others** Forming a judgement or critical assessment about other people's ideas or evidence.
- AIMRaD reports** See 'scientific reports'.
- Analysis phase** Underlining noun phrases in an assignment to be sure you understand the requirements and answer all parts of an assignment question.
- Analytical annotated bibliography** An annotated bibliography providing a line or two of analysis as well as the summary (cf 'descriptive annotated bibliography').
- Analytical learning ('deep learning')** Thinking critically about what the lecturer tells you and arriving at your own opinions based on evidence and argument.
- Analytical reading** Very careful reading when you wish to understand something clearly and exactly (not superficially).
- Analysing a case study** Taking the position of a fictional manager, consultant, supervisor, or head nurse, and being given a written case to analyse and make recommendations about (cf 'writing a case study').
- Annotated bibliography** A compilation of article summaries, each in 150–300 words or less.
- American Psychological Association (APA) system** A method of referencing where minimal information is placed in the text (see also 'Harvard system').

- Appendices** Documents at the end of a report that provide additional information beyond that provided in the report itself.
- Argument** A connected series of statements which leads to a conclusion or contention (see 'Academic argument').
- Argumentative essay** An essay that emphasizes the argument of the writer and the thesis statement being defended (cf 'thesis statement'). It involves the discussion of arguments for and against the thesis before arriving at a conclusion (cf 'reflective essay' and descriptive essay).
- Argument phase** Ensuring that there is a clear argument form, or link, between premises and conclusion, which leads to a thesis statement (cf 'thesis statement').
- Assessment in tutorials** Ways of gaining a mark for students for their contribution in tutorials. Different methods are used for doing this (see 'Participation grade').
- Assessment procedures** Rules and expectations that need to be followed when handing in assessed work.
- Assessment tasks** Activities or assignments you have to complete to successfully pass a course of academic study.
- Assumptions** Ideas which lie behind someone's view or position (may be explicit or implicit).
- Asynchronous online learning** Studying at a time of your choosing, not a set class time (cf 'synchronous online learning').
- Attention-getter (public speaking)** Something interesting to start a presentation (e.g. a surprising fact/dramatic statistical data).
- Attributing a view to another person** Judging a person's opinion as being theirs when it is not clear, but where you have a reasonable suspicion.
- Author-date referencing** A referencing style such as (cf 'Harvard' and 'APA') that includes only minimal information in the (see 'in-text citation').
- Author prominent citation** Putting the author's name first before an in-text citation (cf 'information prominent citation', 'weak author citation').
- Backtracking** Going back over what you have already read.
- Being direct and forthright** Getting to the point quickly and decisively.
- Being vocal** Being confident, and unafraid of expressing your views orally in front of other people.
- Bias** Believing in something because it fits your previous views and being unwilling to listen to opposing evidence.
- Bibliographic citations** Reference information given in a bibliography or reference list at the end of a published document, or student assignment.
- Bibliography** A list of documents (books, articles, etc.) that you have read or otherwise consulted for a specific essay or assignment (cf 'Reference list').
- Bi-cultural** Being able to adapt to two very different cultures.
- Blended learning** A mix of online and conventional teaching and learning.
- Block style writing** Ensuring that all the points or group of ideas in support of a position are covered before looking at another group of ideas against the same position (cf 'chain-style writing').
- Book bibliographic details** All the details necessary to identify a book precisely: the author, title, place of publication, publisher, date of publication, and if necessary, the edition number and/or the editor's name.
- Boolean operators** Words to limit or broaden searches in electronic databases.
- Brain-on reader** Reading with a research question in mind, or with a view to understanding the writer's argument and evidence for it.
- Break-out groups** Small groups of people devolved from a larger group that are tasked to discuss matters arising from the larger group before reporting back their findings.
- Broad skill areas** General skills that are as important as content or subject knowledge, e.g. speaking skills or skills in critical thinking (sometimes called 'generic skills' (see 'generic skills').
- Business report** A formal document in several sections involving the description and analysis of a company with an emphasis on discussion and recommendations (cf 'business', 'empirical', 'generic' and 'case study reports').

- CALL number (Dewey number)** The unique identifying number of a library resource.
- Card system of file management** A simple and cheap method of file storage on cards under subject and author headings.
- Case study report** A formal document in several sections involving the description and analysis of a situation or an institution of some kind (e.g. a company or organization) with an emphasis on isolating problems and weighing specific solutions to a particular issue facing that institution (*cf* 'generic', 'empirical', 'company' and 'business reports'). A case study report is marked by variability in report format.
- Case Study method** A real-life empirical study where multiple sources of evidence are used.
- Chain style writing** Covering all the points or group of ideas both for and against one position before doing the same with an alternative position, *cf* 'block style writing'.
- Chicago referencing** A footnote/endnote referencing system.
- Choosing a reading** Deciding on what students should read in a class and handing it out before the class.
- Chunking (public speaking)** Putting phrases into segments by using pauses and stress in the right places.
- Citation metrics** Metrics that measure publication citations (the number of times a publication is cited).
- Closed book exam** An exam where textbooks and other sources are not permitted. Referencing of sources is not required (*cf* 'open book exam').
- Clubs and Societies Association** An organization in many universities devoted to fostering social and community engagement by means of promoting club membership in various areas.
- Coding** The process of transforming collected information or observations to a set of meaningful, cohesive categories. NVivo is a software that assists in doing this.
- Coherence (in paragraphs)** Each point supporting the main idea in a paragraph.
- Collaborative scholarship** Scholars/researchers working together on a project, or providing feedback on each other's work.
- Cold topic** A topic that has very few recent publications if any (*cf* 'hot' and 'warm' topic).
- Communicative approach to language learning** Learning language by means of communicative activities as opposed to formal lessons, exercises, or studying grammatical rules.
- Complex argument** An argument with more than one reason supporting a contention (*cf* 'simple argument').
- Computer-based file management** Using a computer to do file management.
- Concept maps** A way of recording *relationships* between ideas and committing them to memory for exams and other purposes. Takes the form of circles, rectangles, diamonds and other shapes that represent concepts that are joined to other concepts using phrases such as 'is related to', 'belongs to', 'results from', etc. Similar to *cf* mind maps but more structured and focussed on relationships. See also 'argument maps'.
- Conceptual framework** The guiding concepts behind the theories used in a study (*cf* 'theoretical framework')
- Conclusion indicator words** Words which indicate that a conclusion of an argument is to follow.
- Conclusion (or contention) to argument** The point of view or claim being argued for.
- Conclusion (to essay)** Should contain: overview of main argument, summing up of main ideas, ending with a general statement of some kind.
- Conclusion (public speaking)** Presentation conclusions should follow this structure: Cue ending, sum up, outline main point, look at implications, invite questions.
- Confidentiality clause** A statement of when a report can be released for public view owing to it containing commercially sensitive information.
- Connector words/language** Language to guide the reader through your critical review, essay, report or presentation (also known as signposting language).

- Conjunctive task** A task where group members independently complete a discrete section of a jointly assessed piece of work (*cf* 'additive' and 'discretionary tasks')
- Conserving attitude to knowledge** Repeating and summarizing 'correct' information without analysing it yourself (*cf* 'extending attitude to knowledge').
- Construct** A concept or underlying theme used in research that one wishes to measure in some way (e.g., by means of responses to survey questions).
- Construct validity** The extent to which appropriate measurement tools can be used for the concepts being studied.
- Consultation hours** Specific times when your lecturer or supervisor is available for meetings.
- Contact time** Time where you see lecturers and tutors and work on subject content (as opposed to 'non-contact time' when you work by yourself).
- Content knowledge** Subject knowledge in a discipline.
- Contention/conclusion** The main point of an *argument* that is being defended in an article or book. This may or may not be the same as the gist of a reading (*cf* 'gist'). The contention is a statement that the writer wants to convince the reader of. This is signalled used conclusion indicator words (*cf* 'conclusion indicator' words).
- Context** The background to presentation or area of study.
- Contribution to research** See 'Thesis statement'.
- Conversation metaphor for research** A concept of research in terms of an exchange of ideas between experts in a specific area of interest.
- Corporate profiling** Using online profiling tools to market one's skills and experience (not including one's publication record) (*cf* 'academic profiling').
- Corporate report** See 'business report'.
- Council of Adult Education** An organization that offers modestly priced short courses for adults (May have different names in different countries.).
- Course coordinator** An academic who manages a course of study and the lecturers that teach that course of study.
- Course description** An online or paper-based summary of the aims and assessment tasks of a course of study.
- Critical analysis** Using critical thinking to objectively assess, and weigh-up the merits or otherwise of a document or other information presented.
- Critical learner** One who demonstrates skills in critical analysis.
- Critical path analysis** A schedule of activities that need to be accomplished in order to achieve a goal.
- Critical peer feedback** Getting detailed constructive feedback from or to a fellow student.
- Critical Review Language** Language used to show your viewpoint or position in relation to an idea.
- Critical review (Summary and Critique)** Reading, reviewing, summarizing and critiquing one article.
- Critical thinking/Critical analysis** Judging the merits of a view, theory or opinion by using (see 'academic argument').
- Critique/critiquing** Judging both the positive as well as negative points and coming to your own conclusion based on your analysis.
- Culture shock** The sense of unease one feels when first living in a new culture, where the host culture is different from one's own.
- Currency of research** Recent research (usually 5-7 years old)
- Debates/Formal Debates** A discussion in class between two teams, one for and one against a certain proposition (normally there are three speakers per side and each speaker has a separate role or function).
- Deductive reasoning** Reasoning that moves from a statement about a broad generalization to a statement about particular observations (*cf* 'inductive reasoning')
- Deep learning** Another term for analytical/critical assessment of information.
- Deciphering** Reading for pronunciation and meaning of unfamiliar words.

- Deductive argument** An argument sequence that follows deductive reasoning.
- Deductive research** Research that follows the logic of deductive reasoning (see 'deductive reasoning')
- Descriptive annotated bibliography** An annotated bibliography providing no more than a brief summary (*cf* 'analytical annotated bibliography').
- Descriptive essay** An essay that tells a story or describes an event (*cf* 'argumentative' and 'reflective essay')
- Developing an argument** Using reasons to support contentions and basing reasons on evidence that has drawn from the literature or your own scientific or scholarly work.
- Dewey decimal number system** A system of organizing information in a library (see 'CALL number').
- Discipline-specific** The different thinking/writing/research requirements and conventions of academic disciplines (see 'Academic tribes').
- Discretionary task** A task that permits group members to decide how the work is going to be distributed (*cf* 'conjunctive' and 'additive tasks')
- Distance learning** Wholly online learning.
- Direct quotation** Providing the exact words of another writer in inverted commas with the source and page number.
- Direction words** Words used to advise a student of what to do in an assessment exercise.
- Direct approach to communication** An approach to communication that gets 'straight to the point' within minimal digression, direct eye contact and avoidance of peripheral issues unrelated to the aim of the communicative exchange (*cf* 'indirect approach to communication').
- Digital Object Identifier (DOI)** A persistent series of numbers and punctuation marks used for journal articles, which, when typed into a browser, will yield direct unique access to the paper.
- Discussion/Analysis** Where you analyse or interpret what was found or discovered.
- Doctorate/PhD** The highest degree offered in a university for formally assessed work (*cf* 'higher doctorate')
- Drawing a conclusion using the work of others** Basing a conclusion on other people's ideas or evidence.
- Editing** Checking the clarity, sense (meaning) and fluency of piece of written work prior to proofreading (see 'proofreading')
- Edition** All copies of a book that has been produced using the same typesetting.
- Editor(s)** A person who compiles and coordinates papers in a book. There are a number of editors: Chief editors, review editors, associate editors, each with a different role.
- Electronic databases** Computer-based catalogues of resources usually in specific discipline areas.
- Electronic management system** A way of keeping a record of one's regular commitments.
- Empirical** Experimental, evidence-based and data-based research.
- Empirical report** A formal document in several sections involving the description of the use of scientific methodology and/or procedure – typically a hypothesis or research question is tested in an empirical report (*cf* 'business', 'corporate', 'generic' and 'case study reports').
- Endnote** A dedicated referencing software (see also 'RefWorks')
- Enlarged edition** A book that has been reissued in a larger format.
- Endnote system** Similar to the footnote system but the citation information is found at the end of each document (*cf* 'footnote system').
- Essay** The main form of assignment requested at university – written in introduction-body-conclusion format. Essays can be 'argumentative' in style or 'reflective' in style (*cf* 'reflective essay') or a combination of both styles. Mostly, however, argumentative style predominates.
- Essay-style report** A formal document written in essay style (*cf* 'report').
- Evidence** Data that can give support to a premise.
- Expectations** Skills students are required to demonstrate in graded tasks.

- Explanatory footnote** Using a footnote to mention marginally relevant information or to explain something in more detail (*cf* 'referencing footnote').
- Extending attitude to knowledge** Where students themselves begin to pose their own speculative questions and make original contributions (*cf* 'conserving attitude to knowledge').
- Extension(s)** Request(s) to lecturers to hand in work late (usually only for medical reasons).
- External validity** The extent to which data can be applied beyond the circumstances of the case to more general situations.
- Eye contact (public speaking)** Deliberately ranging your eyes to look at different parts of the audience, to show confidence and to get attention.
- Fallacies** Formal or informal errors in reasoning.
- File management or Information management** A system which allows you to store and retrieve scholarly information quickly and efficiently.
- Fixed commitments** Time when you are committed to attending something (also called 'contact time' when relating to university tasks).
- Flashcards (public speaking)** Small cards hidden in your hand and used to remind you of presentation content or created for the purpose of exam preparation.
- Focussing** Where your eyes concentrate when reading (it is recommended that this done at the top of letters).
- Footnote system** A method of referencing where all information is placed in the text at the bottom of the page after a superscript number or other identifier. A reference list or bibliography is also provided at the end of a document (*cf* 'endnote system').
- Forming alliances** Using the arguments and evidence of other writers to support your own view on an academic issue.
- Free periods** Time when you have no fixed commitments (also called 'non-contact time').
- Front matter** Preface material at the start of a book or report.
- Generalizability** The degree to which results of a research study can be applied to new and different situations.
- Generic reports** A report marked by sections: Abstract, Introduction, Findings, Analysis/Discussion, Conclusion and Recommendations (see 'business', 'case study' and 'scientific reports').
- Generic skills** Skills that are independent of subject or discipline-based knowledge or subject matter (see 'broad skill areas').
- Gesture (public speaking)** Using your arms and hands for emphasis and to show confidence.
- "Ghost" writing** When another person writes all or part of a piece of writing instead of, or with your guidance. This is against university rules.
- Gist** The main point of a reading (see also 'surface reading').
- Google Scholar** An academic version of Google (containing mainly scholarly sources).
- Glossary** A list of words/phrases and their meanings.
- Ground rules of conduct** Rules in relation to learning and engagement with other students in a tutorial.
- Groupwork** Assignments done with other students where the workload must be shared.
- Harvard system** A method of referencing where minimal information is placed in the text (Surname, year, page number) and the remainder is found in the reference list or bibliography at the end of a document (see also 'APA system').
- Heavy Noun Phrases** Long and complex, or dense, noun phrases (*cf* 'light noun phrases').
- Heightened conversation (public speaking)** Style of speaking in-between formal and informal register.
- Higher doctorate** The highest degree offered by a university for individuals who have contributed to society in some way (*cf* 'doctorate/PhD').
- Homestay family** Accommodation with a local family.
- Hook literature** Literature mentioned in an Introduction when noting a research gap that has the effect of 'hooking' the readers' interest (see 'research gap').
- Horizontal axis** Various authors' positions on the same idea/approach/method/theoretical position (see 'Writing taxonomy').

- Hot topic** A topic on which there is a vast amount of publications being produced on a regular basis (*cf* 'cold topic' and 'warm topic').
- Hypercritical** Excessively and unfairly critical.
- Hypothesis** A hypothesis is a testable statement that relates two or more constructs (see 'construct').
- Hypothetico-deductive method** A method to construct a scientific theory that moves from a hypothesis about observations to general theories that can be used to predict further testable observations (see 'inductive' and 'deductive' reasoning)
- IEEE referencing** An author-date referencing system (*cf* 'Author-date referencing')
- Ice-breaker** A class-based activity designed to get people talking and meeting one another.
- Imaginary Audience test** Pretending that your writing is being read or listened to by (for example) high school students; i.e. an intelligent, but general, audience.
- Imprint page** The page after the inside title page of a book that displays publication and copyright information.
- Indirect approach to communication** An approach to communication that permits digression, and emphasizes politeness and the bridging other shared values, before eventually arriving at the aim of the communicative exchange (*cf* 'direct approach to communication')
- Inference** The logical move from premises to conclusion.
- In-text citations** Citations in the text – may be at the 'foot'/bottom of a page or (at the end of a document) (see 'footnote' 'endnote' systems) (*cf* 'Bibliographic citations').
- Independence and self-reliance** Depending only on yourself, and not friends, lecturers or family, to complete or do something.
- Indirect quotation** A paraphrase without inverted commas with the source provided *cf* indirect quotation (*cf* 'paraphrase')
- Inductive reasoning** Reasoning that moves from a statement about a particular observation to a statement about a broad generalization (*cf* 'deductive reasoning')
- Inductive research** Research that follows the logic of inductive reasoning (see 'inductive reasoning')
- Information desk librarians** Librarians who offer initial advice on library services (*cf* 'subject librarians').
- Information literacy** Knowing where to find and retrieve relevant scholarly resources and where to get help if you need it.
- Information prominent citation** Putting the information or idea before the citation (*cf* 'author prominent citation', 'weak author citation').
- Initiative** See 'independence and self-reliance' (see also 'taking the initiative').
- Inter-library loan** A facility where items from other libraries can be retrieved for your use (usually for a small fee).
- Intercultural differences in communication styles** Cultural differences in how we relate to each other in face-to-face situations and in approaches to academic study.
- Internal validity** The extent to which different methodological tools can be used to triangulate the data (see 'triangulation').
- Introduction (to essay)** Should contain: general area, specific area, gap in research, research question, tentative thesis statement and outline of essay to follow.
- Introduction (public speaking)** Presentation introductions should follow this structure: Attention-getter, statement of context, statement of aim, statement of justification, outline.
- Inverted funnel approach** An approach that moves from the general to the specific (has applications in both writing and speaking)
- Issue (of a journal)** A bound collection of papers in a journal that appears regularly (*cf* 'volume, of a journal').
- Issue-based tutorials** Tutorials where issues are discussed and criticized (*cf* 'problem-based tutorials', 'activity-based tutorials').
- Issues phase** Listing all the main things you need to cover for each part of an assignment and elaborating on what needs to be determined for each.
- Joint author** A joint author writes in collaboration with another, or several other writers.

- Journal abstracts** Books that list the abstracts or summaries of the contents of journal articles as well as the publication details.
- Journal bibliographic details** All the details necessary to identify a book precisely: author of the article, title of the article, title of the journal, volume number, issue number, year, page numbers, and DOI.
- Journal indexes** Books that list the publication details of journal articles.
- Journal** A publication that appears regularly (e.g. monthly, weekly, quarterly or daily).
- Justification for research** A statement of why your research is important or interesting.
- Laying down time** Having a rest from working on a particular assignment to allow you to see the mistakes when you return to it.
- Learning Management System (LMS)** An internet based tool to manage online learning (WebCT, Moodle, Blackboard are examples).
- Lectures** Formal one-way delivery of academic material by a lecturer to an audience of students (*cf* 'tutorial' and 'seminar').
- Lecturer directed model of learning (also known as 'teacher-centred' learning).** Where students sit and listen to lecturers who impart information.
- Light Noun Phrases** Simple noun phrases; nouns lacking density (*cf* 'heavy noun phrases').
- Limitations** Issues or problems associated with methodology or procedure of a study; how things might have been done differently to improve a study.
- Literature review** The presentation, classification and evaluation of what other researchers have written on a particular subject.
- Macroediting** Editing from presentation and page formatting down to in-text references, bibliography and the use of fonts (*cf* 'microediting').
- Meta taxonomy** A structure that provides a broad framework for constructing a writing taxonomy (see 'writing taxonomy')
- Methodology** The approach used to analyse your data or evidence.
- Microediting** Editing from the paragraph level coherence down to the sentence-level grammatical errors (*cf* 'macroediting').
- Microfiche** A film that can store information in a miniaturized form.
- Migrant Education Association** An organization devoted to promoting the interests of migrants and their integration into society (May have different names in other countries).
- Mind maps** A way of recording *associations* between ideas and committing them to memory for exams and other purposes. Takes the form of circles representing concepts that joined to other concepts. Colours and line width are used to distinguish hierarchy of concepts. Similar to *cf* concept maps, but not focussed on relationships (*cf* 'argument maps').
- Mini-lecture** A segment of a tutorial or seminar where the lecturer provides content to students and the students take notes.
- Minutes** A record of the views articulated in a committee meeting and actions agreed to.
- Mixed methods research** Research that has quantitative and qualitative elements, where researchers analyse quantitative and qualitative data as part of the same study.
- Mixed tutorials** Tutorials with elements of problem, issues and activity-based tutorials (*cf* 'problem-based tutorials', 'issue-based tutorials', and 'activity-based tutorials').
- MLA referencing** An author-date referencing system (*cf* 'Author-date referencing')
- Naming norms** Conventions of how personal names are in academia and elsewhere used.
- Negative case study analysis** The use of a single case to disconfirm a hypothesis.
- Networking** Meeting other professionals with a view to advancing one's career aims.
- Noun phrase** A group of words headed by a noun, and which may include pronouns or other grammatical modifiers.
- Objection** A statement offered against a contention or premise for a contention.
- Objectivity** The extent to which a research study is independent of the researcher's opinions, biases and predictions.
- Online first** Early version of a publication before its final print copy.
- Open access publishing** Publications provided with unrestricted public access.

- Open book exam** An exam where textbooks and other sources are permitted. Referencing might be expected when backing-up assertions in responding to exam questions (*cf* 'closed book exams').
- Operationalize** Make testable.
- Originality/original contribution** Different ways in which a student can make a contribution to a topic.
- Outcomes** Skills and knowledge gained by postgraduates who have completed a course of study (known also as subject/course outcomes or graduate outcomes).
- Outline** A summary of the major parts of a speech or paper.
- Pair work** Assignments where students work in pairs to complete a task.
- Pagination** This is another way of saying page numbers. Single pages are written as 'p. 7' and multiple pages are written as 'pp. 3–16'.
- Paper** Another word for essay or report.
- Paraphrase** A version of a text written in different words from the original including all details, and often involving a further elaboration of points in the original text. A paraphrase requires a citation (*cf* 'summary').
- Parsimony** The extent to which a research study is simple, narrowly-focused and well-directed to its aims and objectives.
- Participation** Active engagement in university activities by speaking, commenting, arguing, criticizing, taking the initiative in group activities, and so on.
- Participation grade** A grade given for contributing verbally in class.
- Passive learning** The opposite of active learning. Relying on others to 'give information' to you (*cf* 'active learning').
- Peer reviewed/refereed** A published work that is anonymously assessed by experts. Peer review occurs in several distinct stages over time. A peer-reviewed article is sometimes called a 'scholarly' article.
- Perfectionism** Great attention to detail/attempt to make something 'perfect'.
- Pers. Comm** A term used in an in-text citation to identify personal communication.
- Personal cataloguing system** A system of recording research undertaken. This might include articles read, articles requested, search strings used in databases and databases consulted.
- Phrase reading** Reading phrases not words and concentrating on long eye fixations on nouns and verbs.
- Placement** A requisite period of work experience or voluntary work in a professional context, (e.g. a hospital)
- Plagiarism** The intentional use of the words *or ideas* written by someone else and without attribution.
- Plagiarism detection tools** Software used to detect similarities between a student's written work and text available on the internet. See 'Turnitin'.
- Planner** A weekly or yearly timetable created to help you study efficiently and productively.
- Point of view** A contention (see also 'thesis statement')
- Point out assumptions** Making unstated assumptions that lie behind the ideas and evidence clear and transparent in order to assess them.
- Position** The point of view, attitude, or argument of someone on a given topic (sometimes called the 'thesis statement' or 'contention').
- Post-degree employability** How prepared one is for getting a job after graduation.
- Postgraduate Student Association** An organization in most universities devoted to the interests of postgraduate students and their needs.
- Pre-tutorial reading** Reading that is required before a class or tutorial on the same topic.
- Pre-semester break** The period before the semester starts.
- Precision and confidence** The extent to which a research study yields believable and reliable results.
- Preliminary literature review** An overview of the literature with minimal detail.
- Premise indicator words** Words which indicate that a premise is to follow (*cf* 'conclusion indicator words')

- Premises** Statements which are used to infer a certain conclusion. They are statements you argue from to a conclusion.
- Primary sources** This refers to original manuscripts and contemporary records, such as letters, government reports, etc. (sometimes called 'source material'). (*cf* 'secondary sources', 'tertiary sources')
- Private study** Time when you work by yourself on preparing for lectures, tutorials, exams and assignments.
- Presenting or 'running' a tutorial** Being in charge of preparing the tutorial for the week (or a segment of the tutorial).
- Presenting/giving a paper** The process of presenting a seminar on your research at university (*cf* 'seminar')
- Printed journal article** The hard copy of a journal article or PDF (*cf* 'online first article').
- Proactive** Not waiting for advice or guidance; doing things without being asked to (see also 'initiative').
- Problem-based learning** Education based around solving real-world issues and problems (as opposed to theory-based education).
- Problem-solving** Tutorials and writing tasks which require a real-life problem to be analysed and a solution to be found.
- Procedure** The way in which the methodology was implemented.
- Procrastination** Putting things off/delaying things. Making excuses and wasting time when you should be working, particularly in relation to writing for assessment.
- Productivity routine** Getting into regular study habits in order to be productive.
- Project timetable** A formal schedule created to guide the completion of a project.
- Proofreading** Checking a piece of writing for residual mistakes that remain after editing (see 'editing') (see 'residual errors')
- Proper nouns** Nouns that refer to a specific person, place or thing, e.g. Microsoft, Australia. They are always capitalized.
- Publication details** This is the place of publication, the name of the publisher and the date the item was published among other details. (See 'APA and Harvard referencing and book and journal publication details').
- Purpose of research** The aim of a research project.
- Qualitative research** A non-linear research process where a question is asked and refined during the research leading to tentative conclusions.
- Quantitative research** A linear research process where a hypothesis is posed, and data is collected and tested using empirical methods.
- Quotation** The exact words of someone else given in inverted commas with an in-text citation provided. A page number is always provided in the in-text citation for a quotation.
- Rebuttal** A statement offered that refutes or otherwise objects to an objection in an argument.
- Recommendations** Where you state what should be done based on your findings and discussion.
- Redrafting** Reworking a piece of assessment in order to improve it.
- Redundancy** Unnecessary words in a sentence or paragraph beyond that needed to make a clear point.
- Reference footnote** Using a footnote (at the bottom of a page) to provide an in-text citation (*cf* 'explanatory footnote').
- Reference/Citation** A reference (sometimes called a 'citation') comprises all necessary bibliographic details so that a document can be found.
- Reference list** A list of documents (books, articles, etc.) that you have *used* in a specific essay or assignment. (*cf* 'Bibliography').
- Reflective essay** An essay that emphasizes personal responses or feelings in relation to a situation (*cf* 'argumentative essay', 'essay-style report').
- Reflective journals** An assessment task involving the regular recording of thoughts and feelings about work undertaken at university, e.g. *cf* placement, and/or other class activities.
- RefWorks** A dedicated referencing software (see also 'Endnote').
- Reliability** The extent to which a study produces consistent and repeatable results.

- Repetition** Saying the same thing in the same or different words.
- Replicability** The extent to which a research study or experiment can be repeated.
- Report** A general term for an assessment task. Can be an empirical report, company report, case study report or even an essay (*cf* 'essay style report').
- Reporting verbs** Words like: 'outline', 'overview', 'demonstrate' ...
- Representation phase** Drawing of a simple concept map or flow chart of the main sections of the assignment (sometimes called 'brainstorming').
- Reproductive learning ('surface learning')** Copying down what the lecturer tells you without thinking about it.
- Research** A process involving the investigation, collection of data and the evaluation of the data, theories or approaches to an issue.
- Research essay** A formal assignment written for university that is based on research evidence (see 'Essay').
- Research active** Being active in terms of regular publication output.
- Research gap** What others have done/haven't done in a research area and what needs to be done.
- Research log** The documentation of a search history that ensures that you search efficiently and do not repeat searches unnecessarily.
- Research methodology** The research approach taken, e.g. quantitative, qualitative, case method, mixed-methods, ethnographic, and so on.
- Research phase** Constructing a research question and search statement to assist in finding information on narrowly-focused research topics.
- Research plan** The direction of your research, i.e. its aim and purpose.
- Research problem/issue** A problem or issue that is considered important or interesting in a given research area.
- Research proposal** Document written to inform readers about a proposed topic of study.
- Research question** A narrowly-focused question designed to elucidate an area of investigation that guides a research project (see also 'hypothesis')
- Research timetable** Your proposed timetable from commencement to the completion of your research work.
- Researchable** Something that can be researched (which is narrowly-focussed and which is not simply opinion or which has vague constructs).
- Reserve collection** A special place in the library where frequently used resources are kept (and cannot be borrowed).
- Residual errors** Mistakes left over in your writing in your penultimate (second last) or final version.
- Results/Findings** Where you plainly state what has been discovered or found in the course of a research project.
- Reversal (public speaking)** Saying something more than once by turning the order of ideas around.
- Reverse culture shock** The sense of unease felt when returning to one's own culture after a long period abroad (*cf* 'culture shock').
- Revised edition** A book that has been reissued with additions made to the text.
- Revision strategy** The tactics used to prepare for the end of semester exams. This is best done using *cf* strategic planning.
- Rhetorical questions (public speaking)** Questions that you ask the audience and then answer yourself (if they don't answer).
- Rigor** The logical soundness of a research methodology.
- Role Play** A class activity in which students adopt and act out certain roles, e.g., a manager and a client, for educational purposes.
- Rostrum** An Australian-based organization devoted to the promotion of public speaking skills (see also 'Toastmasters' International').
- Routine** A regular schedule or procedure.
- Scanning** Reading by searching for something specific and ignoring anything unrelated to that specific item (*cf* 'skimming').

- Scholarship** The ability to find and use information from published sources in your own work. Also the ability to use this information in academic writing.
- Scientific reports/AIMRaD reports** A report marked by sections: Abstract, Introduction, Method, Results and Discussion (see 'business', 'generic', 'case study' and 'scientific reports')
- Scientific research** Research that generally follows the *cf* hypothetico-deductive method.
- Scripted (public speaking)** Sounding like everything is written down and excessively rehearsed.
- Search strategy** A systematic process of finding academic resources (*cf* 'research log').
- Search string** A collection of *cf* noun phrases used in databases.
- Secondary sources** This refers to critical or descriptive literature of a primary source by another writer (or 'secondary author') (*cf* 'primary sources' 'tertiary sources').
- Semester reading packs** Some lecturers will provide a package of collected readings for students for use during the semester.
- Seminal paper/idea** An article or idea demonstrating great conceptual, theoretical or methodological originality and insight.
- Seminar** A format of instruction involving a blend of lecture and tutorial (*cf* 'tutorial', 'lecture')
- 'Shopping list' review** Where one person's ideas are noted, another, then another to those of another, and so on, with little integration of the ideas.
- Simple argument** An argument with a single reason supporting a contention (*cf* 'complex argument').
- Skimming** Reading and getting a general idea of the content and ignoring anything unrelated to the main point.
- Socratic dialogue** Actively using critical thinking in written and verbal debates (after the philosopher Socrates).
- Soundness** The truth or believability of premises in an argument (*cf* 'validity')
- Speaking environment, the** The place where you have to present.
- Speulative learning** Thinking for yourself by being original in various ways.
- Spider diagrams** A way of recording information and committing it to memory for exams and other purposes. This takes the form of circles with branching arrows similar to a *cf* mind map but without colours and with less hierarchical structure.
- 'Stand alone' review** A review which summarizes the literature so that someone can understand what you read, without reading it themselves.
- Statement of aim (public speaking)** The main point of a presentation.
- Statement of justification (public speaking)** Outlining why your topic is important or interesting.
- Stating the view of another person** Making someone else's voice or opinion clear (summarizing their view).
- Stating your own position** Making your 'voice' or opinion clear (having a 'thesis') (see 'thesis statement').
- Strategic Planning** Adopting a planning approach that caters for longer-term goals. This might involve, for example, planning well in advance for your studies by preparing for assignments before semester starts, meeting lecturers and discussing requirements.
- Student-centred learning** When a classroom is dominated by actively-involved students with tutors facilitating their learning.
- Student Union** A body comprising elected student representatives that advocate for and provide extra-mural services for students.
- Study groups** Small informal groups of students that study together and give feedback on each others' work.
- Study time** A regular scheduled period of time each day devoted to study.
- Structured Abstract** An abstract written under headings, typically: Aim, Method, Results, Discussion (*cf* 'Abstract').
- Style and literacy** Relates to the level of professionalism, competence and grammatical fluency in writing.

- Subject outline** A document outlining the subject details, schedule of lectures, assessment and other requirements (cf 'course description').
- Subject librarians** Specialist librarians that can help you find information in your subject area (cf 'information desk librarian').
- Summary** A shortened version of a text in different words from the original, and omitting many details (cf 'paraphrase'). A summary requires a citation.
- Summary and critique** See 'critical review'.
- Supporting evidence** Evidence that provides support for a claim.
- Supervisors** Academics chosen to assist students in completing postgraduate research degrees.
- Synchronous online learning** Attending regular classes online (as opposed to asynchronous learning).
- Surface learning** Superficial learning; learning without thinking critically or deeply about what one is learning.
- Surface reading** Superficial reading where everything is read but not read very carefully.
- Tacit premises** Premises that are assumed in an argument (see also 'assumptions').
- Taking a stand** Coming to your own view about an academic issue (cf 'thesis statement').
- Taking the initiative** Showing that you can think for yourself and be proactive and not just reactive to situations.
- Teacher-centred learning** When classrooms are dominated by a teacher delivering content (see 'lectures' and 'lecturer directed model of learning').
- Teaching and Learning Unit** An organization in most universities devoted to strategies that help students learn and help teachers teach (Also called an Academic Skills Unit).
- Tertiary sources** Compilations of information such as encyclopaedias, fact books, indexes, dictionaries, manuals, guidebooks (cf 'primary' and 'secondary sources').
- Testability** The extent to which a research question or hypothesis can be tested.
- Theoretical framework** The theory (or theories) guiding the approach to a study (cf 'conceptual framework') that are used to explain some phenomenon under investigation.
- Thesis** a) A point of view on a topic b) a lengthy paper produced for a research degree.
- Thesis statement** Your answer to a research gap, or more generally a statement of the argument you are making in an essay or report.
- Thesis writing bootcamp** A compressed period of time for working on a thesis in the company of others.
- Time management** Using your time efficiently and productively.
- Title page** The first page in a book which has the full title and author of the book. It often gives the name of the publisher as well, and sometimes the date of publication, although this is often found on the back of the title page (the imprint page).
- Toastmasters' International** An international organization devoted to the promotion of public speaking skills (see also 'Rostrum').
- Topic analysis** The process of deconstructing a topic into its noun phrases and direction words (see 'noun phrases' and 'direction words').
- Topic sentence** The main point of a paragraph.
- Triangulation** Using different methods of analysis to check whether your conclusions are accurate (cf 'internal validity').
- Tripling (public speaking)** Saying something in groups of three for impact.
- Truncation** The use of symbols to shorten a variety of different word forms in a database search.
- Turabian referencing** A footnote/endnote referencing system.
- Turnitin** See 'plagiarism detection tool'.
- Tutorials** Class-based, informal discussion activity where academic thinking is modelled and trialled.
- Tutorial language** Commonly used phrases for expressing an idea, asking for clarification, criticizing someone's idea, and so on.
- Types of assessment** Different tasks for which graded assessment will be given (essays, reports, exams, presentations, etc.).

- U-curve** The process of adjustment taken in adapting to culture shock and reverse culture shock (see 'culture shock').
- Unity (in paragraphs)** Having only one idea in each paragraph.
- University formatting requirements** University or department guidelines on how to present your work.
- Validity** A measure of whether what you are testing is what you say you are testing (as opposed to something else); it is also a measure of whether your results can be generalized to other similar situations.
- Vampire publishers** Unscrupulous publishers that publish work for a fee.
- Vanity presses** Publishers that have low standards and publish anything with little or no quality control.
- Variables** Things that are tested, which influence what is tested, modify what is tested, and which may appear during the process of testing.
- Vertical axis** The different ideas/approaches/methodologies/theoretical positions taken on a topic (see 'Writing taxonomy').
- Vested interest** A prior bias in the truth of some statement because there is a personal interest in it, e.g. someone claiming that: 'red wine is good for health' and they have a personal interest or shares in a wine company.
- Vocalization** Voicing words silently or aloud when you read.
- Viva** an oral examination defending a thesis (used in some universities)
- Voice** The articulated perspective of the writer in their own words.
- Volunteerism** Offering free help or support for a person or organization.
- Volume (of a journal)** A bound collection of journal issues (*cf* 'Issues of a journal').
- Wall calendar/planner** See 'Yearly calendar'.
- Warm topic** A topic that has a manageable number of recent publications (*cf* 'hot' and 'cold' topic)
- Weak author citation** Mentioning a range of authors within an in-text citation (*cf* 'author prominent citation', 'information prominent citation').
- Weekly calendar** A calendar for the working week.
- Writing a case study-focussed** A field work project where students are required to study a company and possibly work on-site e.g., during a *cf* placement (as opposed to 'Analysing a case study').
- Writing for a Generous Reader principle** Writing in a way that assumes that the reader will make an effort to understand what you are saying (i.e. not making explicit and clear connections between ideas).
- Writing for a Selfish Reader principle** Writing in a way that assumes that the reader will *not* make an effort to understand what you are saying (i.e. writing very clearly, making explicit connections between ideas).
- Writing genre** Forms of writing marked by various writing conventions (see 'essays, reports, annotated bibliographies, literature reviews,' etc)
- Writing stage** Following the structure of an introduction carefully using connector words and linking language.
- Writing taxonomy** A classification system with *cf* vertical and horizontal axes consisting of nested topics and headings. A writing taxonomy is a framework for constructing a literature review (see also 'meta taxonomy')
- Writing template** A basic framework that sets out a structure required for a writing task (see also 'writing taxonomy and meta taxonomy')
- Yearly (semester) Planner/Wall calendar** A wall chart showing the months and days for each semester during the academic year.
- Yes-BUT approach to reading** Noting where writers agree, disagree and partly agree with a hypothesis, research question or thesis statement.



