

ASSESSMENT YEAR 2024

INTRODUCTION TO ACADEMIC WRITING

Reader

Prof. Dr. Sabine Seufert

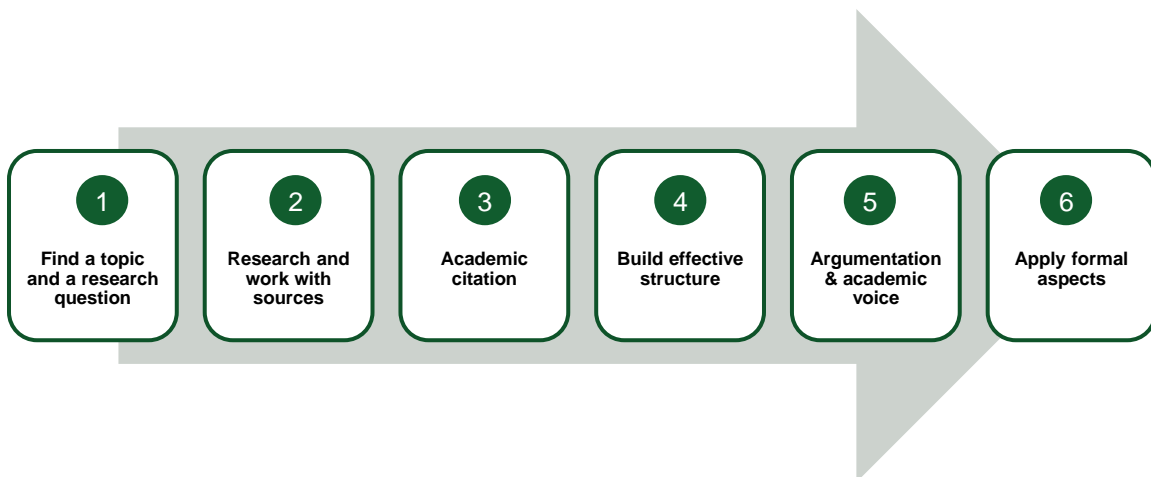
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1 Learning Goals and Course Content

This course introduces students to the demands and conventions of academic writing. Upon course completions, students will be able to read, classify and understand academic texts and be able to write in the required academic style and format. Coursework focuses on (1) developing research questions, (2) working, evaluating and using information and sources, (3) developing academic arguments, (4) using appropriate textual evidence, and (5) learning and applying the elements of academic writing. In addition, the course introduces students to scientific inquiry and research methods, which form the essential basis of research competence.

The course builds the academic skills that are needed to succeed in university studies. Furthermore, students receive support in developing their academic writing skills. The course is organized to enable students to acquire, learn and apply concrete academic writing skills to their own written work.



The course takes place in the first half of the autumn semester (September to the semester break). This enables students to apply their academic writing skills to other courses and to concentrate on exams towards the end of the semester. The required workload is very high during these few weeks. This includes preparation, revision time and completing all assessment components. You will need time to do research in the library, which is time-consuming. You will also learn to become more effective and efficient in your studies. The total workload is 90 hours, which equals 15 hours per week.

2 Course structure

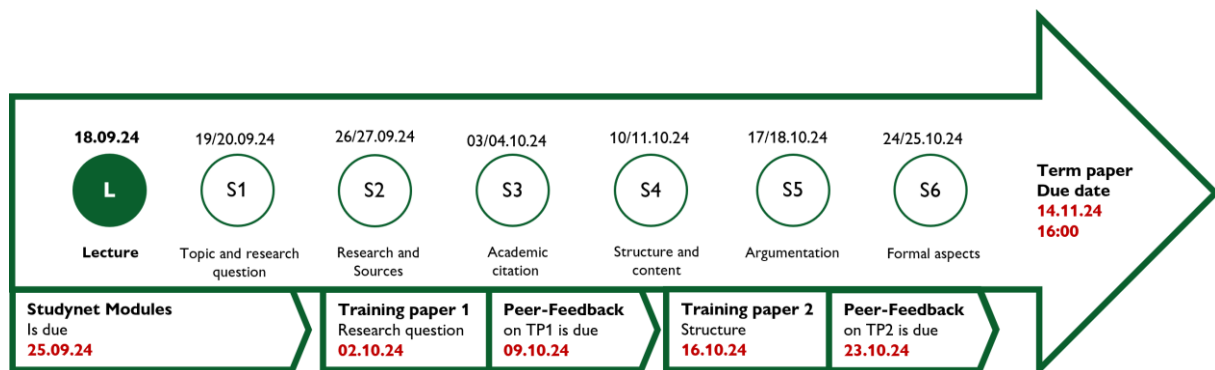
The course consists of two equally important forms of teaching and learning: (1) self-directed learning and (2) taught sessions (lectures and seminars).

- Self-directed learning consists of:
 - (1) Studynet modules to prepare for seminars;
 - (2) Two training papers, on which you will receive faculty and peer feedback, and a term paper;
 - (3) Four peer feedbacks.

- Plenary lecture:
 - (1) Introduction to the research and writing process;
 - (2) Consolidation and application of concepts based on concrete examples;
 - (3) Set the pace of the learning process and provide structure for the learning content.

- Seminars:
 - (1) Application of learned content;
 - (2) Practice and feedback on written assignments;
 - (3) Discussion of writing challenges and experiences.

Semester timetable



IAW appeal period: 30.01.2025 – 21.02.2025. Students may request an individual appointment to review their term paper and grade with their lecturer during this period.

3 Faculty

a) Plenary lecturer

Lukas Spirgi, E-Mail: lukas.spirgi@unisg.ch

Lecture: Wed, 18.09.2024, 18.15-20.00; Room: 09-010

b) Seminar lecturers

Subject to change

Bischof, Severin Dr.	severinfriedrich.bischof@unisg.ch	Friday	Group 17: 16-18 Group 18: 18-20
Crivelli Janine Dr.	janine.crivelli@unisg.ch	Friday	Group 30: 08-10
Festl, Michael Prof. Dr.	michael.festl@unisg.ch	Friday	Group 05: 10-12 Group 11: 08-10
Festl-Pell, Diana Prof. Dr.	diana.festl-pell@unisg.ch	Friday	Group 15: 16-18 Group 16: 18-20
Gasser, Florian Dr.	florian.gasser@unisg.ch	Friday	Group 03: 12-14 Group 01: 14-16
Graffius, Ivo Dr.	ivo.graffius@unisg.ch	Friday	Group 02: 12-14 Group 07: 14-16
Gröner, Carina Dr.	carina.groener@unisg.ch	Friday	Group 08: 12-14 Group 12: 10-12
Hauptmann Gunnar Dr.	gunnar.hauptmann@unisg.ch	Friday	Group 14, 16-18
Kannler Sven Dr.	sven.kannler@unisg.ch	Friday	Group 09: 14-16 Group 10: 16-18
Kular, Natalia	natalia.kular@unisg.ch	Friday	Group 19: 12-14 Group 21: 14-16
Mihaylova, Iva Dr.	iva.mihaylova@unisg.ch	Friday	Group 20: 12-14 Group 22: 14-16
Nikoulina Anna Prof. Dr.	anna.nikoulina@unisg.ch	Thursday, Friday	Group 28: 18-20 Group 29: 08-10
Reiter, Thorsten Dr.	thorsten.reiter@unisg.ch	Friday	Group 04: 08-10 Group 06: 10-12
Schmid, Flavia Dr.	flavia.schmid@unisg.ch	Thursday, Friday	Group 25: 18-20 Group 26: 08-10
Schmidt, Barbara Dr.	barbara.schmidt@unisg.ch	Thursday, Friday	Group 13: 12-14 Group 27: 18-20
Wussmann, Florian	florian.wussmann@unisg.ch	Thursday, Friday	Group 23: 08-10 Group 24: 18-20

4 Semester Plan and Activities

Dates and deadlines	Self-study / Assignments	Contact hours
Wed, 18.09.24		Lecture: Foundations of Academic Writing
Thu/Fri, 19/20.09.24 Times according to group timetable		Seminar 1: Topic & research question
Wed, 25.09.25, 16.00	StudyNet Preparation Modules	
Thu/Fri, 26/27.09.24 Times according to group timetable		Seminar 2: Research and working with sources
Wed, 02.10.24, 16.00	TP 1: Research question Upload TP 1 to StudyNet	
Thu/Fri, 03/04.10.24 Times according to group timetable		Seminar 3: Academic citation
Wed, 09.10.24, 16.00	Peer feedback on TP1 Upload 2 feedbacks to StudyNet	
Thu/Fri, 10/11.10.24 Times according to group timetable		Seminar 4: Structure and Introduction
Wed, 16.10.24, 16.00	TP 2: Structure and Introduction Upload TP 2 to StudyNet	
Thu/Fri, 17/18.10.24 Times according to group timetable		Seminar 5: Argumentation
Wed, 23.10.24, 16.00	Peer feedback on TP2 Upload 2 feedbacks on StudyNet.	
Thu/Fri, 26/27.10.24 Times according to group timetable		Seminar 6: Formal aspects
Thu, 14.11.24, 16.00	Deadline Term Paper Upload term paper to Hand-in folder on StudyNet.	

5 Assessment

“Introduction to Academic Writing” is worth **3 Credit Points**. The course is assessed via a term paper. Students are also required (1) to complete preparation modules on the learning platform and (2) to submit two training papers and four peer feedbacks during the seminars. Both the preparation modules and the training papers and peer feedbacks are compulsory and integral to grading the term paper.

a) Term paper, Training papers and Peer feedback

Seminars are designed to prepare you for two Training Papers (TP), which form the basis of your term paper. You will receive faculty and peer feedback on TP 1 and TP 2. The term paper is a short academic, research-based paper. The term paper must be submitted electronically via StudyNet (HSG learning platform) by the official deadline. Students are requested to submit PDF files to the designated folders on StudyNet. Training papers and peer feedbacks must also be submitted via StudyNet.

b) Submission

The module “Hand-in Term Paper” enables the electronic submission of papers to lecturers. In order to submit a document, click “Submit Assignment.” “Browse” enables you to select documents for uploading. Save your selection by clicking “Submit Assignment.” Uploaded documents are displayed in “Submission.”

Upload your term paper **before the official deadline: 14.11.2024 at 16.00**. Avoid submitting your paper during the last few minutes! Please plan ahead and leave enough time, as things may not always work according to plan. Connection problems and other Internet-related issues are common and serve as no excuse for late submission. **IMPORTANT:** You will not be able to upload files after the 16.00 deadline. Term papers submitted via e-mail will not be graded.

c) Evaluation

Quarter grades are used to assess term papers (e.g. 6.00-5.75-5.50-5.25 etc.). Papers are graded in accordance with the Grading Rubric, which can be found on the following pages. The Grading Rubric includes all main academic writing competences.

Grading Rubric - Term Paper

	Competences	not met	partially met	met	fully met
1	Topic and Research Question				
1.1	Research question	The research question is too broad/too unspecific. It is not clearly formulated and/or not appropriately delimited.	The research question is suitable to be dealt with in the context of a term paper. However, it is rather broad/unspecific/not relevant.	The research question is clearly articulated and adequately delimited.	The research question is very clearly articulated and focuses on a demanding aspect of the topic that can be addressed within the limits of a term paper.
1.2	Treatment of the topic	The topic is conceived too broadly. Many statements remain superficial. The main aspect does not emerge sufficiently enough.	The topic is delimited, but the focus on the main aspect is insufficient. Some passages lack differentiated statements and an in-depth treatment of the topic.	The topic is well delimited. The treatment fluctuates at times between necessary breadth and depth. Some statements are not differentiated enough.	The topic is very well delimited. The paper focuses consistently on the main aspect, the treatment of which strikes an appropriate balance between necessary breadth and depth. Throughout the paper, the statements are differentiated and consistent.
1.3	Implementation of the research question	The structure/conception of the paper does not follow the research question. There is no answer to the research question.	The paper is only roughly guided by the research question rather than stringently developing an answer in a methodologically sound way.	The research question structures the paper to a large extent. It is presented in the introduction and answered in the conclusion.	The research question structures the paper in an excellent way. It is presented in the introduction and answered in the conclusion. Methods and arguments serve to answer the question.
2	Literature and Sources				
2.1	Relevance	The sources used are not related to the argumentation and are not relevant to answering the research question.	In some cases, it is evident how the sources relate to the argumentation. The relevance of some sources to answering the research question remains vague.	Most of the sources support the argumentation and are relevant to answering the research question.	The sources used are an integral part of the argumentation and highly relevant to answering the research question.
2.2	Acceptability	The paper is primarily based on non-academic sources (e.g., Wikipedia, etc.). Little or no subject-specific literature is used.	The paper makes some use of non-academic sources (e.g., Wikipedia, etc.), but subject-specific literature is also sometimes used.	Hardly any non-academic sources are cited. Mostly subject-specific literature is used.	Throughout the paper, adequate sources are cited and no non-academic sources are used. The paper references mainly subject-specific literature.
2.3	Interpretation	Sources are used in an uncritical manner. Ideas, trains of thought, etc., are copied from the source without independent reasoning / drawing independent conclusions.	Sources are mainly used to support own thought processes but are not evaluated and handled critically.	Sources and existing research are discussed and partially evaluated in a critical manner. They are utilized with regard to the research question.	Throughout the paper, sources are discussed in a critical manner as well as analyzed and utilized with regard to the research question.
3	Structure				
3.1	Abstract	The abstract does not contain all relevant elements. The main findings are not evident.	The abstract contains all relevant elements but is neither well structured nor concise enough.	The abstract contains all relevant elements. The main findings are evident.	The abstract contains all relevant elements and summarizes the main findings in a succinct way. It is written in a sophisticated style.
3.2	Introduction	The topic is introduced in a very general manner without mentioning all relevant elements.	The introduction mentions a research question, but the question is not sufficiently substantiated and focused. Statements are rather general in nature. The structure of the paper is outlined.	The introduction mentions a research question and explains and contextualizes all important aspects of the topic. The structure of the paper is outlined in some detail.	The introduction contains all relevant elements (background, topic, research question, procedure and structure). The research question is very well substantiated, and the thematic context is well explained.
3.3	Main body	The main body is not structured in a logical way. There is no common thread running through the text.	An overall logical structure is discernable at times but is poorly comprehensible in certain passages.	The main body is structured in a logical and comprehensible way. The main arguments are evident.	The main body is very well structured and logically consistent. The argumentation is solid and very convincing.
3.4	Summary / Conclusions	The summary is either missing or written in a very general way and hardly addresses the research question.	The summary presents the most important findings of the paper. The link to the research question may be partially not evident, and contextualization/outlook is missing.	The summary takes up the research question again, summarizes the findings in a succinct manner and provides a contextualization/outlook.	In combination with the introduction, the summary serves as a framework for the paper and contains all relevant elements (summary of the main statements/answer to the research question, outlook).

4 Argumentation					
4.1	Correct and adequate use of terminology and theory	Important terms are predominantly used in incorrect ways. The presentation of theories/positions is mostly incorrect and/or undifferentiated. Theories and the contexts/examples to which they are applied do not fit together at all.	Important terms are only occasionally used correctly. The presentation of theories/positions is only partially correct and not differentiated enough. Theories and the contexts/examples to which they are applied only fit partly together.	Important terms are mostly used in correct ways. The presentation of theories/positions is mostly correct and differentiated. Theories and the contexts/examples to which they are applied fit well together.	Important terms are used correctly throughout the paper. The presentation of theories/positions is always correct and very differentiated. Theories and the contexts/examples to which they are applied fit very well together.
4.2	Quality of arguments	There is little to no recognizable argumentation. What is argued is mostly based on unreflected everyday theories and subjective sensitivities. The pros and cons of different aspects, positions or theories are not demonstrated.	The argumentation is not differentiated enough, without sufficient depth and not problem-oriented. Unreflected everyday theories and subjective sensitivities are sometimes uncritically combined with subject-specific arguments. The pros and cons of different aspects, positions, or theories are not evident enough.	The argumentation is sufficiently differentiated, problem-oriented and relies mostly on subject-specific arguments. Unreflected everyday theories hardly influence the argumentation. The pros and cons of different aspects, positions and theories are evident.	Throughout the paper, the argumentation is differentiated, problem-oriented and based on the use of subject-specific arguments. There is no arguing with unreflected everyday theories/subjective sensitivities. The pros and cons are critically contrasted with each other.
4.3	Development of a well-reasoned / well-founded position	There are no conclusions developed through the argumentation and / or conclusions are not based on the argumentation. The results are not discussed.	The conclusions are deduced from the argumentation. The discussion of the results is only rudimentary and neither well-founded nor differentiated enough.	The conclusions are deduced from the argumentation. The results are sufficiently discussed, considering their potential consequences, other theories, the author's own life experience and/or other relevant contexts.	The conclusions are deduced from the argumentation in an evident and stringent manner. The discussion of the results is critical, very well-founded and differentiated, and considers other theories, the potential consequences of the results, the author's own life experience and/or other relevant contexts.
4.4	Language / Style	The language and style are not adequate and sophisticated enough (colloquial language, superficial statements, imprecise expressions, etc.). The language is not non-discriminatory.	The paper demonstrates good stylistic attempts (factual writing style, reader-friendly), but many passages are not structured well enough (signal words, coherence of sentences/paragraphs and such). The language is only partially non-discriminatory.	The paper is stylistically adequate and presents the case in a clear and reader-friendly manner. The language is mostly non-discriminatory.	Language and style of the paper are on a very sophisticated level (technical terminology, adequate choice of wording, well-structured and logical text flow, etc.). The language is always non-discriminatory.
5	Formal Aspects	The formal requirements (spelling, punctuation, grammar, and compliance with the requirements of the fact sheet) are not fully met. Deduction from the overall grade of -0.25 (partially met) to -1 (not satisfied).			The formal requirements have been met. The overall grade remains unchanged.
6	Preparation Module, TPs, Peer Feedback	The required preparation module on the learning platform, two training papers and four peer feedbacks were not submitted or submitted in insufficient form. Deduction from the overall grade of -0.25 (partially met) to -1 (not satisfied).			The preparation module was completed and all required TPs and peer feedbacks were submitted in sufficient form. The overall grade remains unchanged.
7	Citation issues according to plagiarism report	Citation issues were detected by the electronic plagiarism check. The correct use of citations is therefore not fully met. Deduction from the overall grade of -0.25 (partially met) to -1 (not satisfied).			The correct use of citations has been consistently adhered to. The overall grade remains unchanged.

6 Guidelines for Writing the IAW Term Paper

As part of the course “Introduction to Academic Writing,” you will practise writing a scientific text. The IAW term paper should be an independently researched, self-contained text that is written in an objective-scientific style, with care being taken to assure bias-free, inclusive language. The term paper should consider literature relevant to the research question and demonstrate clear and coherent argumentation. The essential formal and content requirements are summarized below.

1. Length and layout

The IAW term paper must be written in the course language and should meet the following requirements:

- DIN A4 portrait format
- Written in Microsoft Word or a similar word processing programme
- Length: min. 18,000 characters – max. 20,000 characters including spaces (including abstract and footnotes but excluding title page, table of contents and reference list) → This corresponds to approximately 8–10 pages.
- Line spacing: 1.5
- Font size: 11 or 12
- Standard fonts (e.g., Times New Roman, Palatino Linotype, Arial, Calibri)
- Page numbers at the bottom of every page (except for the title page)

See “Fact Sheet Skills AS 2024” (Reader, p. 15 and StudyNet).

2. Structure

Cover page

The cover page must contain the following information:

- Name of the university
- Title of the term paper
- First and last name of the author with address, telephone number, e-mail address and matriculation number
- Title of the course
- Title and name of the lecturer
- Date of submission

Abstract

The abstract gives the reader a clear idea of what the paper is about. This short text includes:

- the research question (What is examined, with what research question and in what theoretical context?)
- the procedure (What methods are used to answer the research question?)
- the results (What are the main results and how are they interpreted?)

The abstract is neither numbered (unlike the sections) nor listed in the table of contents. It counts towards the actual number of characters.

Table of contents

The table of contents includes the section headings (and their corresponding page numbers) and thus reflects the concept and the structure of the paper.

Use decimals to number sections and number related sections accordingly (1 / 1.1 / 1.2). Subdivisions only make sense if a subsection (1.1) is followed by at least a second subsection (1.2). In a 10-page term paper, it is recommended to limit subdivisions to a second level (1.1 / 1.2).

Do not number the table of contents. Section numbering starts with the introduction. The table of contents does **not** count towards the actual number of characters.

List of figures

In the list of figures, figures (if any) should be listed in the order in which they appear in the term paper. Figures should be listed by number and title.

The list of figures has no section number but should be included in the table of contents. The list of figures does **not** count towards the actual number of characters.

List of tables

In the list of tables, tables (if any) should be listed in the order in which they appear in the term paper. Tables should be listed by number and title.

The list of tables has no section number but should be included in the table of contents. The list of tables does **not** count towards the actual number of characters.

Introduction

The introduction briefly informs the reader about the topic and structure of the term paper, without anticipating the results. The introduction should comprise only a single section (no subsections).

The essential components of the introduction are:

- Hook (Awakens the reader's interest)
- Topic/context (What is the topic and how is it related to a broader context?)
- Research question (Clear presentation of the research question, which should derive logically from the context)
- Method (Brief outline of the selected method)
- Literature / state of research (The current state of research should be briefly outlined; first indications of literature used)
- Structure (How is the paper structured? What is discussed in which section?)

Main body

The main body examines the topic and provides a step-by-step answer to the research question.

It should be structured in line with the research question and should form a coherent whole. A common thread should run from the beginning to the end of the paper. The argument should be clearly structured and easy to follow. Dividing the main body into sections enhances readability.

Conclusion / summary

The conclusion summarizes the main findings of the body, provides an answer to the research question and indicates further research opportunities (outlook).

The conclusion should comprise only a single section (no subsections).

References

All sources cited in the paper should be listed in alphabetical order in the list of references.

The list of references has no section number but should be listed in the table of contents. The list of references does **not** count towards the effective number of characters.

Appendix

In the appendix, include data, information and documents that are essential but too large to be included in the main body of the term paper (e.g., questionnaires, transcripts, political speeches, etc.). Only information and documents referenced in the term paper should be included in the appendix.

The appendix has no section number but should be listed in the table of contents. The appendix does **not** count towards the actual number of characters.

Declaration of authorship and information on the number of characters

On the last page of the term paper, the following statement must be included:

"I hereby declare,

- that I have written this thesis independently,
- that I have written the thesis using only the aids specified in the index;
- that all parts of the thesis produced with the help of aids have been precisely declared;
- that I have mentioned all sources used and cited them correctly according to established academic citation rules;
- that I have acquired all immaterial rights to any materials I may have used, such as images or graphics, or that these materials were created by me;
- that the topic, the thesis or parts of it have not already been the object of any work or examination of another course, unless this has been expressly agreed with the faculty member in advance and is stated as such in the thesis;
- that I am aware of the legal provisions regarding the publication and dissemination of parts or the entire thesis and that I comply with them accordingly;
- that I am aware that my thesis can be electronically checked for plagiarism and for third-party authorship of human or technical origin and that I hereby grant the University of St.Gallen the copyright according to the Examination Regulations as far as it is necessary for the administrative actions;
- that I am aware that the University will prosecute a violation of this Declaration of Authorship and that disciplinary as well as criminal consequences may result, which may lead to expulsion from the University or to the withdrawal of my title."

By submitting this thesis, I confirm through my conclusive action that I am submitting the Declaration of Authorship, that I have read and understood it, and that it is true.

After the declaration of authorship, you will specify the effective number of characters (including spaces). To count the effective number of characters, include the abstract, introduction, body, conclusion / summary and footnotes.

3. In-text citations according to the APA-standard

In this course, you will learn how to correctly cite and to document sources using the internationally recognised standard of the American Psychological Association (APA), which is widely used in the social sciences (Metzger, 2017, pp. 184f.).

As a rule, citation standards exist in several editions, which differ slightly in terms of their recommendations (e.g., regarding citing online sources). For your term paper, use the new APA 7th edition (see APA website: <https://apastyle.apa.org>).

Below are two typical examples of APA in-text¹ citations. For details and various special cases, see APA website (<https://apastyle.apa.org>).

Example of a direct quote:

“The list of references contains all necessary bibliographic information on published information sources mentioned in the paper” (Metzger, 2017, p. 185).

Example of paraphrasing:

Metzger (2017, p. 185) states that all publications mentioned in the paper are to be included in the list of references.

For any work written at HSG, page numbers must be provided regardless of the citation standard. Where sources have no page numbers (e.g., websites), precise references must be provided in a different way: chapter or section titles, section numbers, acts, scenes, verses, etc.

4. Reference list entries (following APA 7)

A solid list of references for the IAW term paper should contain about 10 titles and demonstrate the timeliness of the paper with three journal articles. Please note that the number of titles can vary depending on the topic. Discuss this with your lecturer.

Below are some typical reference list entries according to APA 7. For details and various special cases, see the APA website (<https://apastyle.apa.org>).

Book/monograph (print)

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

Last name, initial(s). (Year of publication). *Title of book*. Publisher.

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Book/monograph (online)

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

Last name, initial(s). (Year of publication). *Title of book*. Publisher. <https://doi.org/xxxxxxx>

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

Chapter in an edited book

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

Author, A. A. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pp. xx–xx). Publisher. DOI or stable URL if available.

Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

Journal article

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

Author, A. A., & Author, B. B. (Year of publication). Title of article. *Title of Periodical, volume number*(issue number), pp. xx–xx. DOI or stable URL if available.

¹ Further information and sources can also be added in the form of footnotes.

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Dissertation (online)

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

Author, A. A. (Year of publication). *Title of work* (publication no.) [Doctoral dissertation, Name of University]. Database/Archive. DOI or stable URL

Zambrano-Vazquez, L. (2016). *The interaction of state and trait worry on response monitoring in those with worry and obsessive-compulsive symptoms* [Doctoral dissertation, University of Arizona]. UA Campus Repository. <https://repository.arizona.edu/handle/10150/620615>

Report by a Government Agency

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

Organization. (Year of publication). *Title* (publication no.). Parent agency. <https://www.xxxxxx>

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

Webpage on a news website

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

Last name, initial(s). (Year of publication, Month Day). *Title*. Name of news website. <https://www.xxxxxxx>

Toner, K. (2020, September 24). *When Covid-19 hit, he turned his newspaper route into a lifeline for senior citizens*. CNN. <https://www.cnn.com/2020/06/04/us/coronavirus-newspaper-deliveryman-groceries-senior-citizens-cnnheroes-trnd/index.html>

For more specific examples, check <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

5. IAW term paper checklist

1. Topic and research question

- My research question is clearly formulated and logically derived from the context.
- My topic is well delimited. My paper focuses on the main aspect throughout.
- My argumentation develops and answers the research question.

2. Literature & handling of sources

- The included sources are relevant to my argument and to answering the research question.
- I have mainly consulted literature relevant to the subject and have avoided unscientific sources.
- I have dealt critically with the sources consulted, and have carefully analysed and interpreted them.

3. Structure

- The abstract contains all the relevant elements and concisely formulates the main point of the paper.
- The introduction contains all the relevant elements. The research question is developed in a well-grounded manner and the thematic context (i.e., background) is explained.
- The body of the paper is very well-structured and logically consistent. The reasoning (i.e., argumentation) is sound and very convincing.
- The conclusion contains all the relevant elements and, together with the introduction, frames the paper.

4. Argumentation

- I use correct terminology and represent concepts, models, theories and viewpoints correctly.
- My argumentation is based not on subjective feelings but on well-grounded, evidence-based arguments.
- I derive clear and coherent conclusions from my argumentation.
- My paper is written in an appropriate academic language and style.

5. Formal Aspects

- Spelling, punctuation and grammar are correct. The layout is clear and well-structured.
- When citing sources, I adhere consistently to the same citation system (APA 7).
- I have adhered to the formal requirements outlined in the Course Fact Sheet.

6. Peer Feedback

- I have submitted all required peer feedback via StudyNet.

Assessment Year Fact Sheet Skills

AS 2024

Term Paper
Introduction to Academic Writing

Weighting: 3 credits

This fact sheet is legally binding and supersedes any other information such as personal databases of faculty members or any information provided in lectures, etc.

1. Topic Selection and Assignments (Training Papers)

Students are required to write a term paper based on the specified topic. A list of possible topics can be found on the StudyNet learning platform. Once the topics are chosen / allocated, students are to develop a research question and submit a Training Paper 1. Upon submission, students will receive peer feedbacks. Students can proceed to work on their term paper only after they receive faculty approval. Students are then to develop a draft structure for their term paper and write an introduction (Training Paper 2). Students will also receive peer feedbacks for the Training Paper 2.

2. Submission of the Term Paper

Term papers are due by **4 p.m. on 14 November 2024**. Students must submit their papers electronically in **pdf format in the respective course on StudyNet** by selecting the appropriate assignment, clicking on the **“Submit Assignment”** button and uploading the file. After uploading, students must check their papers in pdf format for completeness.

The seminar paper may **only be submitted once**, even if StudyNet should allow for multiple submissions. If more than one paper is submitted, it is up to the lecturers to decide which paper will be corrected. A downgrading can also be considered.

The file is to be named in the form of “Last Name-First Name-Matriculation Number”. Do not use special characters or letters with umlauts (“Ä/Ö/Ü”) and replace them with “AE/OE/UE” (for example, Mueller-Jane-17123456). In addition, lecturers may request that students submit a hard copy of their term paper. However, the paper that you submit electronically is legally binding.

Students are responsible for the timely delivery of their term paper. Term papers submitted in the wrong form or format will result in **downgrading (up to and including a grade of 1.0)**. Minor or short-duration illnesses are not considered to be appropriate reasons for late submission of the term paper. Furthermore, computer or internet problems are not accepted as reasons for late submission. Students who choose to submit their term paper close to the deadline bear their own risk. Students who do not submit a paper will receive a grade of 1.0.

Justified **requests for deadline extensions** must be submitted from the student’s email address to the Dean’s Advisory Office (assessment@unisg.ch) **no later than 3 days prior to the deadline**. The appropriate request form is available on Compass.

Requests that are not submitted by the deadline, are not correctly filled out, and/or are incomplete will not be considered. Please refer to the [Directives of the Dean of Studies on studying at the University of St.Gallen \[DDoS\]](#) (in particular Section 5.4).

For more information, please consult:

- [Legal bases and fact sheets](#)

3. Requirements and Assessment Criteria

A student must be able to narrow down the focus of his or her term paper and develop his or her own research question independently, with a brief consultation with the appropriate lecturer. A quarter-grade scale is used to evaluate the term paper (e.g., 6.00-5.75-5.50-5.25 etc.). The completion of the preparation modules as well as the submission of two training papers and four peer feedbacks are obligatory and included in the grading. Grading is performed in accordance with the grading rubric.

4. Formal Requirements

The term paper is to be between 18,000 and 20,000 characters in length, including spaces (also including abstract and footnotes but **excluding** the title page and indices), with line spacing of 1.5 and font size of 11 or 12. The actual number of characters is to be indicated at the end of the paper. Non-compliance with the length of the paper can result in downgrading.

5. Formal Aspects

The term paper must be submitted in DIN A4 portrait format and should be written in Microsoft Word or a similar word processing program. The use of standard fonts (for example, Times New Roman, Palatino Linotype, Arial, Calibri) is highly recommended. The term paper should include a cover sheet and be written in the **language of your track** in the Assessment Year. The **pdf file** (not password protected) must be smaller than **20MB** in size.

6. Citation and Plagiarism

Students should take care when working with citations and the bibliography. All citations and the bibliography must consistently follow the **APA 7** standard. Direct or indirect quotes and citations should be done in accordance with acceptable citation standards (e.g., quotes, footnotes, bibliography). Detailed information can be found in Metzger, C. (2017). *Lern- und Arbeitsstrategien* (12th ed., 4th printing 2022). Berlin: Cornelsen.

Please note that a direct citation should always contain a full reference to an exact page number. **Single exception:** The exact page need not be indicated if you want to summarize main elements of the entire work, e.g., “the concept of (author, 2005) ...”, “two empirical studies (author, 2004; author, 2007) come to the conclusion ...”. In all other cases, a reference should contain an exact page number(s) (e.g., Metzger, 2017, p. 186). The benchmark for when the page number needs or does not need to be indicated is for the verifiability of the quoted content to present no problem and to involve as little work as possible. Sources that do not contain page numbers (e.g., publications in electronic form or non-print sources) should clearly denote chapter, section heading, section number, act, paragraph, scene, etc.

Term papers that use inappropriate, incomplete and poor referencing or citations do not satisfy the requirements of academic work, will be treated as **plagiarism**.

Plagiarism involves the verbatim or otherwise inappropriate representation of another author's thoughts, ideas or expressions taken from other texts (books, journals, magazines, newspapers, Internet, etc.) as your own without giving reference to an original source. Cases of plagiarism will be awarded a grade of 1.0. The same applies to text passages from papers which you yourself have previously written (self-plagiarism). If plagiarism is detected, you may also be subject to disciplinary action.

Plagiarism software will be used to electronically check all term papers for content from the Internet, publications and term papers from previous years.

7. Independence

With regard to written work, independence means that students have satisfied the essential requirements of the specified qualifications **on their own**. This includes, in particular, the development of the research question, the selection of suitable case studies, the application of scientific methods to answer this question, the argumentation with and presentation of scientific theories as well as the adherence to formal framework requirements. No other technical aids may be used for this purpose.

8. List of aids

Any tools used in the creation of a written work (e.g. supporting software) as well as any third-party services (e.g. proofreading) must be noted in a **list of aids**.

Aid	Usage	Affected parts
...

The use of an undeclared aid is punishable as a disciplinary offence ([DDoS](#), Section 5.3).

9. Use of artificial intelligence

If AI-generated texts are analyzed or cited in the context of your own argumentation, these parts of the text must be cited according to current scientific standards (e.g. APA) ([DDoS](#), Section 5.1.1). If generative AI is used for data collection or data processing (so-called research data), the use must be clearly explained in the appendix and/or in the methodology. If AI is not used directly for editing texts but as an aid for the creation of the work, the purpose must be declared in the list of aids.

The responsible use of AI requires that results are verified according to scientific standards and that all sources/references are checked. The locations in the sources must be referenced precisely. If the location cannot be assigned or if the source information is completely missing or incorrect, the work does not fulfil the requirements for scientific work and may be assessed with a grade deduction of up to 1.00 ([DDoS](#), Section 5.2).

More information can be found on StudentWeb: [The Use of Artificial Intelligence in Your Studies](#)

10. Declaration and Confirmation

The declaration of authorship must be attached to the end of the term paper. The declaration of authorship is binding for all written work submitted at HSG.

The current version can be downloaded from the Decrees of the University of St.Gallen: [Declaration of Authorship](#)

11. Additional Information

Please note:

- Instructions for creating a pdf file can be found in the [knowledge base of PC-Tutors](#). The pdf files shall not be password protected, and all fonts must be embedded.
- The deadline is 14 November 2024 at 4 p.m. After this time, the system will no longer allow uploads.
- More information on plagiarism and citation can be found on the [Plagiarism](#) page on StudentWeb.
- Students repeating the Assessment Year may not re-submit their work attempted previously and are required to write on a different topic.
- Students who report to the Dean's Advisory Office (assessment@unisg.ch) no later than Monday of week 44 (1st week of break) may drop out of the Assessment Year without the attempt being counted. In all cases, any work already completed will be forfeited and cannot be counted if the student re-enrolls in the Assessment Year.

Fact sheet

concerning the issue of “quotation and plagiarism”

Writing papers and theses, as well as the proper handling of academic sources, are important competencies which are to be acquired and developed further during a degree course. Cases of plagiarism prevent the acquisition of these requisite skills and constitute intellectual theft. The prevention and sanction of plagiarism are therefore very much in a university's interest. The following fact sheet will provide an overview of the definition of plagiarism, its legal bases and consequences, as well as the most frequently asked questions.

1. What is plagiarism?

Plagiarism is conceived of as the verbatim or analogous copying of other texts, for instance from books, journals or the internet, without proper reference to the sources or with insufficient quotation.

Plagiarism includes instances where

- written work or sections thereof contain ideational or structural passages that have been taken over, but have not been quoted in accordance with common academic standards;
- translations from foreign-language sources have been inadequately paraphrased and/or been used without reference to the primary source;
- written work contains quotations from primary sources that have been “blindly” copied from secondary sources;
- written work has been completely authored by someone else (ghost-writing/copy-paste plagiarism);
- authors make use of text material that they wrote at an earlier date but fail to quote it with the appropriate reference (self-plagiarism).¹

The references to be made for a quotation that are deemed to be adequate are described in Art. 55 of the Degree course implementation provisions together with the concomitant Directives issued by the Dean of Studies.² Basically, sources have to be quoted as

¹ Art. 61(2) Degree course implementation provisions, as well as Directives issued by the Dean of Studies, Chapter 5.2, p. 29.

² Cf., in particular, Directives issued by the Dean of Studies, Chapter 5.1, p. 28.

precisely as possible and in compliance with the quotation standards applicable at the time of writing.

2. Consequences of detected plagiarism

Written work or passages therefrom which fail to satisfy the standards set for written academic work will be sanctioned. In consultation with the supervising faculty member, milder infringements in the form of putatively unintentional quotation deficiencies may be considered in the course of the grading process in the form of a grade reduction.³ Written work which has already been submitted may not be revised again.⁴

If a serious infringement is suspected, an administrative proceeding will be initiated. If investigations intensify the suspicion of plagiarism, a disciplinary proceeding may be applied for at the President's request.

Pursuant to Art. 36(1)(c) of the University of St.Gallen Act of 26 May 1988 [sGS 217.11; UG in the version valid until December 31, 2023], instances of dishonesty at examinations are disciplinary offences. The arrogation of someone else's intellectual property (plagiarism/ghost-writing) is deemed to be such an instance of dishonesty at an examination.⁵ Since in addition, this is also a serious infringement of the regime of the University of St.Gallen, any sufficient suspicion is already reason enough for the initiation of such a proceeding, particularly if the charge of plagiarism is contested and a disciplinary proceeding is inevitable for the question of guilt to be answered.⁶

If the suspicion of plagiarism is confirmed in the course of the disciplinary proceeding, disciplinary measures within the meaning of Art. 37 of the University of St.Gallen Act may be taken.⁷ The measures range from fines and a reprimand to temporary exclusion from the University. In such a case, the work will be deemed not to have been submitted and consequently awarded grade 1.00.

If the authorship of a work is in doubt, students can be summoned to an oral defence of the work.⁸ If the suspicion of someone else's authorship is concerned, a disciplinary

³ Directives issued by the Dean of Studies, Chapter 5.2, p. 29.

⁴ Art. 39(2) BL Examination Regulations and Art. 41(2) ML Examination Regulations.

⁵ For the Bachelor's Level, Art. 38(1)(d) BL Examination Regulations; for the Master's Level in Art. 40(1)(d) ML Examination Regulations.

⁶ Art. 61(2) Degree course implementation provisions, as well as Art. 40(2) BL Examination Regulations and Art. 42(2) ML Examination Regulations.

⁷ Art. 61(2) Degree course implementation provisions, as well as Art. 40(3) BL Examination Regulations and Art. 42(3) ML Examination Regulations.

⁸ Art. 39 BL Examination Regulations and Art. 41 ML Examination Regulations.

proceeding is initiated as well. Ghost-writing is regarded as complete plagiarism and will be sanctioned with an exclusion from the University of up to three years.

3. Frequently asked questions

How can I avoid possible plagiarism?

Basically by consistent and diligent quotations. Every second instance of plagiarism occurs out of negligence rather than intention. This is why it is important to make an effort to quote diligently during the writing process. Open questions about quoting should be clarified in advance. A structured and organised course of action facilitates the management of sources. If a source cannot be found any longer, it is recommended that it should not be used. For people who quote diligently, plagiarism is not an issue. Therefore the organisation of the literature to be referred to should be accorded a significant role in the writing process.

From what percentage of similarities detected is a work deemed to be plagiarism?

There is no simple answer to this. The plagiarism report only records how many matches have been found in terms of quantity. This is why the report is also interpreted in terms of subject matter. If the way in which something has been quoted is correct and retraceable, there will not be any suspicion of plagiarism. If, however, the qualitative analysis discovers that passages have been quoted deficiently or incompletely, the work will have to be subjected to further investigations.

I didn't indicate the source of one page. Is my work now regarded as plagiarism?

Anyone can make a mistake. If a source is not indicated, this is regarded as careless work, is taken into consideration in the grading process and may entail a grade reduction. However, frequent mistakes and incompleteness should be avoided as this may give rise to the charge of plagiarism by negligence. This rule of thumb is applicable: what may happen is not regarded as plagiarism as a rule but can be settled by means of a grade reduction. What should not happen, however, may result in plagiarism under certain circumstances even if there no evidence of intent. After all, quotations do

not solely serve the identification of the sources used, but also enable readers to assess the author's own achievement in an academic work.

Can I use artificial intelligence for my work?

The use of artificial intelligence (AI) is not prohibited. However, the use of AI-generated text must be identified and declared in the work.

If AI-generated texts are evaluated or cited in the context of your own argumentation, these parts of the text must be cited according to the current scientific standards (e.g. APA / MLA / Standard for Law and Computer Science). If generative AI is used for data collection or data processing (so-called research data), the use must be clearly explained in the appendix and/or in the methodology.⁹

Responsible use of AI requires that the results are checked according to scientific standards and that all sources/references are verified. The locations of the sources must be specified precisely. If the source cannot be attributed or if the sources are missing or incorrect, the work does not meet the requirements for scientific work and may be assessed with a grade deduction of up to 1.00.¹⁰

May I have my work proofread? If I do, to what extent is this permitted and how must it be declared?

Proofreading is basically permitted as long as it is limited to linguistic correction and the author's own achievement is not falsified by someone else's input. The order must be limited to a spelling check. It is not permitted to have one's work professionally revised in terms of style. The service may draw the author's attention to linguistic inadequacies; the correction/adaptation must be conducted by the author herself/himself. Adaptations in terms of content are completely prohibited. If a work is proofread, the service provider and the extent of the order have to be indicated in the directory of aids.

⁹ Directives issued by the Dean of Studies, Chapter 5.1.1, p. 28

¹⁰ Directives issued by the Dean of Studies, Chapter 5.2, p. 29

Do I have to indicate the page numbers of a source? Depending on the APA standard, this isn't compulsory, is it?

Provided that an indication of a page exists in a source, a page number must always be indicated in written work. The page number serves the principle of retraceability. The APA quotation standard sometimes does not require page numbers to be indicated since the quoted literature can easily be located with regard to page numbers. If, however, more extensive documents are quoted, the APA standard also requires page numbers to be indicated. The indication of page numbers is only unnecessary for a summarising and generalising core statement which cannot be ascribed to a page number.

I don't feel sure about academic quotations any longer. What support does the University of St.Gallen offer?

Students who think they are uncertain with regard to academic quotations may avail themselves of a wide range of support services provided by the University of St.Gallen. The HSG Writing Lab provides advice for individual writing processes at all degree course levels. Additionally, interesting teaching videos about academic quotations have been posted on the StudentWeb. Specific quotation questions can also be answered with the help of the relevant specialist literature. Any further questions can also be answered by the supervising faculty members or the plagiarism advisory service.

4. Legal bases

The explanations above are based on various legal bases of the University of St.Gallen, which can be consulted through the following links:

University of St.Gallen Act:

https://www.gesetzessammlung.sg.ch/app/de/texts_of_law/217.11

Examination regulations for the Bachelor's Level of the University of St.Gallen:

https://erlasse.unisg.ch/lexoverview-home/lex-II_B_4_01

Examination regulations for the Master's Level of the University of St.Gallen

https://erlasse.unisg.ch/lexoverview-home/lex-II_B_5_02

Degree course implementation provisions concerning the Examination Regulations for the Bachelor's and Master's Levels at the University of St.Gallen:

https://erlasse.unisg.ch/lexoverview-home/lex-II_B_1_19

Directives issued by the Dean of Studies regarding degree courses at the University of St.Gallen:

https://erlasse.unisg.ch/lexoverview-home/lex-II_B_1_20