

The most powerful and sustainable form of immunization against plagiarism is the development of an academic writer's voice. This section provides a procedural framework for students to use to write from sources with their own voice. These notes supplement the teacher's book, pp 151 – 153.<sup>1</sup>

**Discussion:** review or introduce the discussion on p 196, which gives three authentic comments from lecturers at Heriot-Watt. Students should discuss their understanding of the difference between descriptive and persuasive writing and the concept of voice.

**Follow up** by reading the Study Smart on p 209 – you could ask students to decide if this is a sequence, i.e. brainstorming before reading, or an iterative process, i.e. both happen together and complement each other. The aim is to develop focused critical questions to guide reading, through the selection and critical evaluation of sources.

**Establishing a purpose** – task 2 is essential to establish a purpose for the subsequent tasks. Students have a UG essay question to respond to:

*Critically evaluate definitions of health as a concept for health professionals.*

Without this, the brainstorm step becomes unfocused and too general. If you do not want to refer to Mauricio and his tutor group, you could suggest that a pre-sessional student has specified this question for her annotated bibliography. Or you could display the WHO definition of health and ask some critical questions:

- *Is this state of health achievable?*
- *Is it useful for health professionals such as nurses, doctors or care workers?*

Students then have a focused purpose for responding to the WHO definition.

**Surveying the sources** (refer back to Unit 4 Sections 4 & 5 on selecting and surveying sources). Looking just at the reading list, decide why these sources have been chosen to respond to this question. This is a skimming and scanning task, which helps students to assess the relevance of sources they find in an online search. You can set a short time limit, e.g one minute.

Key points to highlight: Awofeso and Yach refer to the WHO definition, *re-defining* or contrasting with *illness*. Naidoo and Wills refer to *practice*. Link these key words to the essay question to show that they establish the relevance of these sources.

The teacher's book suggests that students should try to follow the procedural framework individually and before reading the source extracts. This step develops their own voice by activating prior knowledge they have. You could choose to do this collectively as a brainstorming task:

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<sup>1</sup> © O. Alexander Notes developed as a result of observing two teachers team teach this lesson, 2019.

1. Analyse the essay title by identifying the topic, the specific focus, the instruction word, the perspective, e.g. topic > health; specific focus > definitions of health; instruction word > evaluate; perspective > for health professionals.
2. Why is this concept important? Students can think about their own countries health services and suggest examples when a definition might be necessary.
3. Can they think of any problems with defining health? Again relate to their own experience. You can prompt them with *Meddler-in-the-middle*<sup>2</sup> questions, e.g. can someone with a disability be said to be healthy in the terms of the WHO definition.
4. Decide what further information they need to find in the sources.
5. Draft an outline structure with some preliminary notes. What structure would be most helpful for a reader?
6. Write some focused questions to use when starting to read so that they are not dominated by the texts they read, i.e. they search for what they need rather than reading everything.

**Task 3 reading sources critically** – even if they have collaborated on the brainstorming in task 2, students should do this task individually **to make sure that their own voice controls the ideas they want to select from sources**. They should produce a map (building on step 5 above) showing their questions and notes with references of the sources which support their ideas.

**Follow up** by reading the Study Smart box on p 197 – to what extent have students in your class achieved a clear writer's voice in their notes and outline? The six points in the study smart (repeated as five points in the instruction to Task 4 on p 212) provide the criteria for the critical evaluation of the two student responses to the essay question.

**Task 4 evaluating voice in student writing** – Answers for task 4 are given on p153 of the teacher's book.

**Follow up** by asking students to highlight aspects of voice that appear in Student A's text but not in Student B's. Note that student B does not do what she was asked to do in the essay question (she traces rather than critically evaluates). She provides a 'string of pearls' with some direct copying at the end of her text.

**Follow up discussion** – how can Student B learn to write like Student A? What stops her writing with her own voice?

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<sup>2</sup> McWilliam, E. L. (2009) Teaching for creativity: from sage to guide to meddler. *Asia Pacific Journal of Education*, 29(3). pp. 281-293.