

# Academic Writing Essentials All International Students Need to Know

Academic Learning Centre, May 2026



University  
of Manitoba

# Presentation Overview

- Four keys to Canadian academic writing
- Using sources (evidence)
- Three elements for crediting sources
- University supports

**What are some common challenges to academic writing?**

# Common Writing Challenges

- Time management – writing and reading take longer
- Properly crediting information from other sources
- Paraphrasing – Putting ideas into your own words
- Understanding each instructor's expectations

# Keys to Canadian Academic Writing

1. Writers present their ideas through arguments.

Writers express an informed opinion on a topic to convince others.



# Keys to Canadian Academic Writing

2. Writers support their arguments with evidence.

Writers use information from journal articles, books, websites, etc.



# Keys to Canadian Academic Writing

3. Writers **analyze** evidence, explaining how it supports their argument.

It is not sufficient to simply present evidence. Writers must explain why they have included it.



# Keys to Canadian Academic Writing

## 4. Writers credit the work of others.

Writers' arguments are built on the work of others. They must cite and reference the work of others.



# Keys to Canadian Academic Writing



**Arguments**



**Evidence**

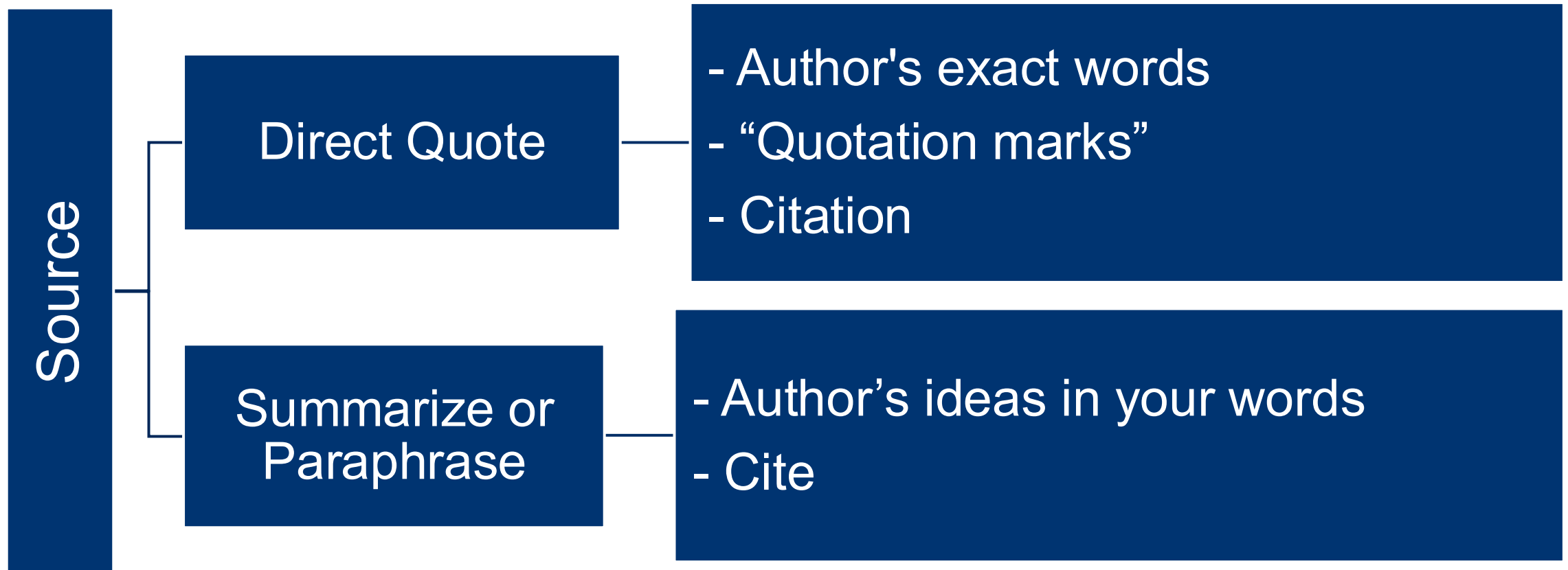


**Analysis**



**Credit**

# Using Source Material in Your Writing



## Direct Quote

Beckstead and Vinodrai (2003) concluded that this trend has emerged in Canada in a geographically uniform way and across all industries. More interesting still is the finding that “only 44% of professional occupations had a postsecondary degree in 1971 but 68% had such a degree in 1996” (Beckstead & Vinodrai, 2003, p.5).

# Paraphrase

Beckstead and Vinodrai (2003) concluded that this trend has emerged in Canada in a geographically uniform way and across all industries. More interesting still is the finding that between 1971 and 1996 there was a 24% increase in the number of professions having a postsecondary degree (Beckstead & Vinodrai, 2003).

# Three Elements for Crediting Sources

1. In the body of your paper: Provide a **citation** every time you include information from a source.

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# Three Elements for Crediting Sources

2. At the end of your paper: Provide an entry in your references list for every source used in the body.

Beckstead, D. & Vinodrai, T. (2003). Dimensions of occupational changes in Canada's knowledge economy, 1971-1996 (Catalogue no. 11-622-M2003004). *Statistics Canada*.

<https://www150.statcan.gc.ca/n1/en/catalogue/11-622-M2003004>

Davidhizar, R. (1998). Improving your bedside manner. *The Journal of Practical Nursing*, 48(1), 10-14.

# Three Elements for Crediting Sources

3. Throughout your paper: Use signal phrases to introduce evidence from a source.

Beckstead and Vinodrai (2003) **concluded that** this trend has emerged in Canada in a geographically uniform way and across all industries. **More interesting still is the finding that** “only 44% of professional occupations had a postsecondary degree in 1971 but 68% had such a degree in 1996” (Beckstead & Vinodrai, 2003, p.5).

# Activity

**Reading through the passage, identify the items below.**

- Argument
- Evidence
- Analysis
- Credit
  - Citations
  - Signal phrases
  - Reference list

# Activity

The term global citizenship does not have one generally accepted definition. Rather, it is an umbrella term that is connected to several related concepts. Some writers emphasize that political activism is key to global citizenship, specifically political activism that is directed at addressing injustices and improving human rights. For example, Milley (2013) shows how Nelson Mandela was a global citizen because he was a leader in the fight against apartheid in South Africa and worked tirelessly to improve human rights in that country. Brigham (2013) looks at global citizenship in the workplace, explaining that global citizenship involves fair treatment of employees and equality at work. On the other hand, Tarrant et al. (2011) emphasize the importance of concern for the environment in their discussion of global citizenship. For these authors, global citizenship involves more than caring for others; it involves efforts to “reduce one’s ecological impact” (Tarrant et al., 2011, p. 404). Putting together these different uses of the term, it is clear that global citizenship is a mindset and way of being that can be applied in local, everyday contexts to national and international contexts.

# Finding the Argument

The term global citizenship does not have one generally accepted definition. Rather, it is an umbrella term that is connected to several related concepts. Some writers emphasize that political activism is key to global citizenship, specifically political activism that is directed at addressing injustices and improving human rights. For example, Milley (2013) shows how Nelson Mandela was a global citizen because he was a leader in the fight against apartheid in South Africa and worked tirelessly to improve human rights in that country. Brigham (2013) looks at global citizenship in the workplace, explaining that global citizenship involves fair treatment of employees and equality at work. On the other hand, Tarrant et al. (2011) emphasize the importance of concern for the environment in their discussion of global citizenship. For these authors, global citizenship involves more than caring for others; it involves efforts to “reduce one’s ecological impact” (Tarrant et al., 2011, p. 404). Putting together these different uses of the term, it is clear that global citizenship is a mindset and way of being that can be applied in local, everyday contexts to national and international contexts.

# Finding the Evidence

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# Finding the Analysis

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# Finding the Credit

The term global citizenship does not have one generally accepted definition. Rather, it is an umbrella term that is connected to several related concepts. Some writers emphasize that political activism is key to global citizenship, specifically political activism that is directed at addressing injustices and improving human rights. For example, [Milley \(2013\)](#) shows how Nelson Mandela was a global citizen because he was a leader in the fight against apartheid in South Africa and worked tirelessly to improve human rights in that country. [Brigham \(2013\)](#) looks at global citizenship in the workplace, explaining that global citizenship involves fair treatment of employees and equality at work. On the other hand, [Tarrant et al. \(2011\)](#) emphasize the importance of concern for the environment in their discussion of global citizenship. For these authors, global citizenship involves more than caring for others; it involves efforts to “reduce one’s ecological impact” ([Tarrant et al., 2011, p. 404](#)). Putting together these different uses of the term, it is clear that global citizenship is a mindset and way of being that can be applied in local, everyday contexts to national and international contexts.

# References

Brigham, M. (2013). Organizational justice and the workplace. *Global Citizen Digest*, 2(1), 20-21.

[http://www.centennialcollege.ca/pdf/global\\_citizen\\_digest/Volume-2-Issue-1.pdf](http://www.centennialcollege.ca/pdf/global_citizen_digest/Volume-2-Issue-1.pdf)

Milley, R. (2013). Profile of a global citizen: Nelson Mandela, 1918-2013. *Global Citizen Digest*, 2(3), 26-27.

[https://p.widencdn.net/gd1yfd/IGCE\\_GCDigest-2013v2i3](https://p.widencdn.net/gd1yfd/IGCE_GCDigest-2013v2i3)

Tarrant, M. A., Stoner, L., Borrie, W. T., Kyle, G., Moore, R. L., & Moore, A. (2011). Educational travel and global citizenship. *Journal of Leisure Research*, 43(3), 403-426.

# Paraphrasing Practice

## Original Text

"Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).

# Paraphrase 1: Good or Bad?

Because working with the text of others is one of the key characteristics of academic writing, academic writers have created standard systems that identify where key ideas come from, and that point other interested people to these same sources (Taylor, 2003).

**Original:** "Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).

# Paraphrase 1: Bad.

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# Paraphrase 2: Good or Bad?

Incorporating others' ideas into academic writing is part of what makes it different from other writing; for this reason, specific ways of citing sources have been established to help readers to know where ideas have come from and how to locate original texts (Taylor, 2003).

**Original:** "Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).

# Paraphrase 2: Better.

Incorporating **others'** ideas into **academic writing** is part of what makes it different from other writing; for this reason, specific ways of citing sources have been established to help readers to know **where ideas** have **come from** and how to locate original texts (Taylor, 2003).

**Original:** "Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).

# Paraphrase 2: Good or Bad?

Academic writing follows established rules and conventions for citing source material so that authors can acknowledge their intellectual debts to their peers and readers can further their research in the same field (Taylor, 2003, p. 186). Taylor considers this reliance on other scholars to be a hallmark of academic writing.

**Original:** "Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).

# Paraphrase 2: Best!

Academic writing follows established rules and conventions for citing source material so that authors can acknowledge their intellectual debts to their peers and readers can further their research in the same field (Taylor, 2003, p. 186). Taylor considers this reliance on other scholars to be a hallmark of academic writing.

**Original:** "Because building on the work of others is one of the defining characteristics of academic writing, academic writers have developed standard systems that clearly identify where specific ideas came from, and that direct other interested persons to these same sources" (Taylor, 2003, p. 186).

**Questions?**

# Resources



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# Academic Learning Centre



## Academic Learning Centre services

We help you strengthen your writing, studying and research skills.

- Individual tutoring
- Workshops
- Group study sessions (select courses)
- Tip sheets
- Videos
- English as an Additional Language resources

**Make an appointment with a tutor**

<https://umanitoba.ca/student-supports/academic-supports/academic-learning>



# SHOW YOUR INTEGRITY

## Academic Integrity

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## Resources to conduct academic work with integrity

There are a number of people and places on campus that will help you understand the rules and how they apply to academic work. If you have questions or are uncertain about what is expected of you in your courses, you have several options. <https://umanitoba.ca/student-supports/academic-supports/academic-integrity>

# Campus Resources

[Academic Advisors](#)

[Academic Integrity Site](#)

[Academic Learning Centre](#)

[Career Services](#)

[Financial Aid and Awards](#)

[Food Bank](#)

[Health and Wellness](#)

[Indigenous Student Centre](#)

[Instructors & Course Outlines](#)

[International Centre](#)

[Libraries](#)

[Office of Human Rights and Conflict Management](#)

[Security Services](#)

[Student Advocacy & Case Management](#)

[Student Accessibility Services](#)

[Student Counselling Centre](#)

[UMSU & GSA](#)

[University Health Services](#)

# English Language Centre's Part-Time Academic English Courses (PTAEC)

- Small class size
- Convenient (remote and in-person)
- Interactive
- Affordable
- Fun

Visit the ELC website at: [umanitoba.ca/elc/parttime](https://umanitoba.ca/elc/parttime)

# 5 Things about UM libraries

Start here: [umanitoba.ca/libraries](https://umanitoba.ca/libraries)



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## Locations & spaces

- Architecture/Fine Arts Library
- Archives (Elizabeth Dafoe Library)
- E.K. Williams Law Library
- Eckhardt Gramatté Music Library
- Elizabeth Dafoe Library
- Father Harold Drake Library (St. Paul's College)
- Jim Peebles Science & Technology Library (closed for renovations)
- Neil John Maclean Health Sciences Library (Bannatyne Campus)

Libraries have individual and group study spaces and **Quiet Pods** (Dafoe).

2

## Technology & access

### UM students have access to:

- Desktop computers
- **Laptop** and **portable charger** lending (Dafoe)
- Printing and scanning

### Use your Student ID card and UManNetID to:

- Access Libraries' resources and services
- Add money to your **Library Print** account.
- Manage your library account

3

## Find & borrow

- Use the search box on the Libraries' home page to find materials and borrow books
- Sign in to see your options for access
- Use **Request for pickup** to retrieve physical items from a **Libraries' Pickup Locker**
- Use the **Self-Checkout** app for quick checkout of physical items

4

## Get help

### Get help with your academic research, writing and citing:

- Connect with a **Subject Librarian**
- Find **Subject Guides** with specialized information
- Check out the **Learn at the Libraries** guide
- Use the **Ask Us** chat icon on the Libraries' home page
- Register for a **Research Workshop**

5

## Advanced tools

- Learn about **Citation and Reference** tools
- Install the **Lean Library** browser extension for one-click access to articles and books online
- Get your **ORCID**, a digital identifier that links all your scholarly work in one place.



Support for research

Citation guides

Reference managers

Workshops

Borrow materials

Study spaces

Printing

# Workshop Survey

Please complete this brief survey.  
Your feedback is important to us!

[forms.office.com/r/ydEnGZRUTc](https://forms.office.com/r/ydEnGZRUTc)

Writing Essentials for  
International Students



Thank you  
and best wishes as  
you move forward  
with your studies!

