

Content	Do the sources show varied perspectives (theorists, practitioners) and mediums (books, journals, websites, exhibitions)?	
	Are all the sources used reliable? Use the CRAAP checklist to assess sources.	
	Has overuse of quotation been prevented?	
	Have you shown your understanding of the evidence by commenting? See the Example phrases for commenting	

Structure	Is the information logically structured? Use sign-post words and phrases to aid transition and guide the reader.	
自	Do paragraphs follow a clear structure of Point, Evidence, Comment, Conclude? See the paragraph diagram.	
	Does the conclusion summarise the key findings and avoid new information? See the introductions & conclusions page.	

Style, Punctuation	Is the writing free from slang, clichés ('in this day and age'), abbreviations (e.g. or etc.) and contractions (such as can't)?	
& Grammar	Does the writing avoid wordiness and unnecessary adverbs such as 'very', 'really' and 'basically'?	
	Have you avoided all typos and spelling mistakes? Remember to avoid American spellings (ending with -ize, -yze, -or).	
	Have you checked the grammar and punctuation? Recap your understanding on <b>Bristol University's grammar pages</b> . Input your writing into <b>Grammarly</b> .	

Formatting &	Have sources been cited correctly within the writing? Example of an in-text citation: (Gregory, 2019, p. 1).	
Referencing	Does referencing follow the NUA Harvard style? See the Library's Quick Guide.	
6	Have all images been included correctly? Captions should include Figure number: author/creator, Title in Italics, year	
•••	See the full guidance from NUA Library: <u>Referencing Images</u> .	
	Are longer quotations (usually ones of more than 2/3 lines) indented from the margin?	



• Email: study.skills@norwichuni.ac.uk

• VLE: https://tinyurl.com/mpk3auzt

• Web: www.library.norwichuni.ac.uk/study-skills/welcome-to-study-skills/



