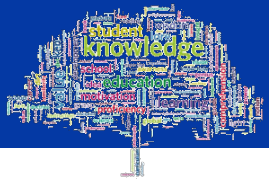## Sample Paragraphs

Sample Paragraph 1

The portrayal of female officers on television has been shown to influence public perceptions of male and female police officers (Goodall, 2012). Female officers are often presented in a caring role rather than a crime fighting role and frequently as a character who is subordinate to a male officer (Callais and Szozda, 2006). As Davidson (2012) notes, police TV shows overemphasise crime fighting and the use of physical force in every day policing in an attempt to produce interesting programmes: this association of strength with successful police work may reinforce public concerns about female officers' physical capacity for police work. The caring role of police officers is hinted at in a number of ways. In a study of the portrayal of female officers in US police reality television programmes, Rabe-Hemp (2011) found that the marital and parental status of female officers is often emphasised which may highlight the perceived deviation from gender norms and the difference between male and female officers. She also points out that female officers tend to be shown discussing gendered issues such as motherhood, as opposed to male officers who were primarily discussing work-related issues. This may present male officers as more focused and dedicated to their police careers than women, whose priorities appear to be divided. Cox (2012) obtained similar findings in another US study about reality programmes. Such depictions on TV encourage stereotypical perceptions of the work of male and female police officers as not having equal value or attracting equal status.

The first sentence introduces the focus of discussion in this paragraph.

If the writer just said "*Davidson (2012) notes that…,*" she would simply be reporting the source. "*As Davidson (2012) notes,…*" is a way of showing that the writer agrees with Davidson.

The rest of the paragraph provides research evidence to develop this argument.

The final concluding sentence refers back to the issue identified in the first paragraph

Sample paragraph 2

[1] Strategic planning is very important for effective tourism and hospitality management [3] (Hall 2000; Inskeep 1991; Mason 2003). [2] **Hall (2008) argues that** planning enables destinations to differentiate themselves successfully from others to enhance their competitiveness and extend their tourism product life cycle. From the broader perspective of sustainability, planning is essential to minimise the negative impacts of tourism on destinations, communities and environments **(Hall 2008; Manson 2003; Ruhanen 2010).** [4] It is therefore important that appropriate strategic planning processes are in place at all required levels in tourism management to achieve these planning objectives. [5] **Hall (2000, p.7) stresses that** planning is both a decision- and policy-making process that involves 'bargaining, negotiating, compromise, coercion, values, choice and politics'. These processes have to be organised in sequence (Williams 1998). They must also be directed towards the future through setting goals and objectives **(Gunn 2002; Hall 2000; Inskeep 1991).** **Gunn (2002) differentiates** four goals that should be achieved through effective tourism planning: enhanced visitor satisfaction, improved economy and business success, sustainable resource use and community and area integration.

[1] The first sentence signals to the reader the focus of the paragraph – the importance of strategic planning (SP).

[3] The use of multiple sources in brackets at the end of the sentence show that
- there is broad agreement across the literature about the importance of strategic planning
- the writer has read broadly

[2] The writer then provides evidence for the importance of SP, using a variety of sources and citation formats .
[4] The writer is not referring to a source here – she is signalling a shift in the focus of the text to planning processes. This signalling function is one way that writers put their "voice" into an academic text.

[5] The writer is now starting to analyse the planning process using a variety of sources.

The longer extract here illustrates how the writer has integrated information from a range of studies to build discussion about the value of mentoring in increasing gender equality in the workplace.

Many organisations have started to realise the importance of supporting qualified and talented women in their career progression. The traditionally held perceptions of gender differences in management are changing and considerable efforts have been made by the public and private organisations to improve career prospects for women (Davidson and Burke, 2011; Maxwell, 2009). The evidence suggests that formal mentoring programmes play a vital role in supporting gender equality and allow females to break through the glass ceiling (Clutterbuck 2012; de Vries *et al.*, 2006; Ehrich, 2008; O`Neil, 2002; Maxwell 2009; Ragins et al., 1998).

This paragraph presents evidence to show that mentoring has been recognised as an important tool in increasing gender equality

*Use of multiple sources to show degree of consensus across the literature*

In an earlier research study on mentoring in businesses and its impact on women's career prospects, Ragins et al. (1998) concluded that for the majority of female executives interviewed, mentoring was seen as critical in their career advancement as it enabled women to gain access to the `old boys networks` and break the traditional barriers. **Similarly,** a research study conducted at the University of Western Australia, where a Leadership Development for Women Programme (LDWP) had been implemented, found that formal mentoring enables women to gain access to networks, corporate knowledge and skills which subsequently help them to

*This paragraph draws on research studies to explain why mentoring works. The writer presents similar research findings from private and public sector organisations – Ragins et al and de Vries et al reach similar conclusions.*
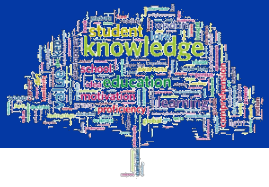
challenge the traditional practices (de Vries et al. 2006). Universities have been recognised as having a masculine culture and women are often discouraged from applying for senior or leadership roles (Thancoody et al., 2006). Thus, the purpose of this programme was to meet the needs of diverse groups and support the development of women in leadership and key decision positions (de Vries et al., 2006). More importantly, the LDWP aimed at facilitating a cultural change at the university, a culture which would encourage greater involvement of women in key roles. The focus of the programme was to provide the less experienced staff with personal and professional development, and the more experienced with leadership and management. As part of the mentoring programme the university offered a series of workshops, presentations, information sessions, forums, mentor scheme, encouraged development of learning groups as well as provided networking opportunities. The empirical research confirmed the positive outcomes of mentoring for mentees, mentors and the university. The programme resulted in greater understanding of the barriers women face in the organisation, reduced employee turnover as well as an increase in the number of female staff. Moreover, women reported that the programmes enabled them to gain confidence, position themselves better in relation to career development and develop leadership skills. The University of Western Australia provides a good example of an organisation where a masculine culture was challenged and mentoring programmes enabled a better understanding of the

The writer has discussed the de Vries study and the LDWP in quite a lot of detail, because it identifies good practice in relation to mentoring and gender equality. It may not always be necessary to give as much detail – that is the writer's decision, depending on the range and relative importance of the issues to be covered

The final sentence concludes this paragraph by highlighting the
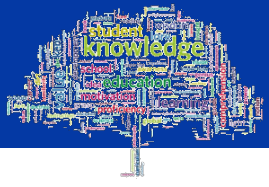
barriers females face in male dominated environments. As Ehrich (2008) notes, the increasing use of mentoring programmes in private and public organisations suggests that they are meeting the needs of participants involved and support the personal and professional development.

importance of mentoring in both public and private sector organisations. The structure *"As Ehrich (2008) notes, the increasing use of…."* indicates that the writer agrees with Ehrich – it's a useful way of putting your own voice in the text, without saying *"I think that…"*