

# Academic Writing at Finnish Universities

**Bridget Palmer**

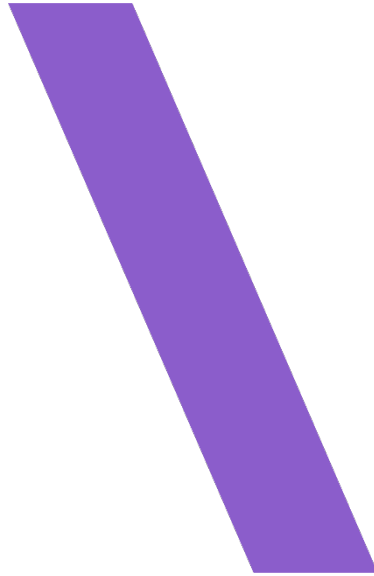
**Centre for Language and Communication Studies**

Exchange Student Orientation – Spring 2026



**UNIVERSITY  
OF TURKU**

# Where are you from?



**What will I show you during this lecture?**

**Intro to academic writing**

**Academic writing and culture**

**Plagiarism and Turnitin**

**Using AI tools**

# What is academic English?

Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj  
Kk Ll Mm Nn Oo  
Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy  
Zz . , ! ? « » ♥ ♥ ♥  
1 2 3 4 5 6 7 8 9 0

a b c d e f g h i j k  
l m n o p q r s t  
u v w x y z , . ? " ' !  
A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 10

**There are no native speakers  
of Academic English**

# What is academic writing?

# Academic writing is:

complex & formal

objective

supported

precise & accurate

hedged

# The features of academic language (Gillett, 2011)

Academic English  
should be ...

complex & formal

There are loads of scientists  
who bang on about global  
warming.

Scientists around the world  
have voiced their concerns  
about global warming.



# The features of academic language (Gillett, 2011)

Academic English  
should be ...

complex & formal

I think global warming is  
happening.

Significant evidence suggests  
global warming is occurring.

# The features of academic language (Gillett, 2011)

Academic English  
should be ...

complex & formal

objective

Human activity has a negative  
impact on the environment.

Human activity has a negative  
impact on the environment  
(Berlund, 2003; Goudie, 2018).

# The features of academic language (Gillett, 2011)

Academic English  
should be ...

complex & formal

objective

supported

It's hotter now than it used to  
be.

According to Statista (2019), the  
average temperature in the UK in  
July has risen by 3°C since 2015.

# The features of academic language (Gillett, 2011)

Academic English  
should be ...

complex & formal

objective

supported

precise & accurate

People are absolutely  
responsible for climate change.

Ample evidence suggests that  
people are responsible for climate  
change (Goudie, 2018).

**Ask yourself:**

**What is academic in  
your field or your work?**

**Use of 1st-  
person  
pronouns  
(I/we)?**

**Citation style  
(MLA,  
Harvard, etc.)?**

**Use of outside  
sources?**

**Find an example of  
good academic writing  
in your field, and ask:**

**What makes it good?**

# **Academic Writing and Culture**

# Does culture have an impact on academic writing?



Source: Edward T. Hall (1976), *Iceberg Theory of Culture*



**Mauranen, A. (1992). Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.**

# Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
Information Placement	
Text and Meta-text	

# Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
implicit	explicit
Information Placement	
Text and Meta-text	

# Are Finnish and English academic texts different?

Finnish	English
<b>General Rhetorical Structure</b>	
implicit	explicit
<b>Information Placement</b>	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
<b>Text and Meta-text</b>	

# Are Finnish and English academic texts different?

Finnish	English
<b>General Rhetorical Structure</b>	
implicit	explicit
<b>Information Placement</b>	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
<b>Text and Meta-text</b>	
less text about text	more text about text

## (a non-American perspective)

“German texts, by virtue of their digressiveness, are versatile and multi-faceted, whereas **[English] writing is repetitive and colourless**. Equally, German text structure might be likened metaphorically to that of a ‘staircase’ or ‘spiral’ leading the writer through even more complex stages of reasoning to the conclusion. Viewed from this perspective, **English academic style will appear like a walk over a perfectly flat country with no attempt to venture into mountainous territory.**”

Siepmann, Dirk. “Academic Writing and Culture: An Overview of Differences Between English, French, and German.” *Meta*, vol. 51, No. 1, 2006, pp. 131-150.  
[www.erudit.org/revue/meta/2006/v51/n1/012998ar.pdf](http://www.erudit.org/revue/meta/2006/v51/n1/012998ar.pdf).

# Plagiarism

based on slides from Maarit Koponen

“In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.”

Carolyn Brimley Norris (2016). *Academic Writing in English*.  
Language Services, University of Helsinki. p. 3



“In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.” (Norris 2016, p. 3)



“In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.” (Norris 2016, p. 3)



In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.



# Clear plagiarism

No quotation marks to indicate direct quote

In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.

Copied word-for-word, source not indicated



~~In some fields,~~ Young writers sometimes imitate the often old-fashioned style of their professors or of ~~journal~~ articles published many years ago. Nowadays, style is changing, because of widening democracy and internationalization, and also increasing printing costs.



# Still plagiarism

No quotation marks  
to indicate  
borrowed parts

~~In some fields,~~ Young writers sometimes imitate  
the often old-fashioned style of their professors or  
of ~~journal~~ articles published many years ago.  
Nowadays, style is changing, because of widening  
democracy and internationalization, and also  
increasing printing costs.

Copied almost word-for-word,  
source not indicated



According to Norris (2016), young writers sometimes imitate the often old-fashioned style of their professors or of articles published many years ago. Nowadays, style is changing, because of widening democracy and internationalization, and also increasinging printing costs.



# Deceptive paraphrase

Source indicated

According to Norris (2016), young writers sometimes imitate the often old-fashioned style of their professors or of articles published many years ago. Nowadays, style is changing, because of widening democracy and internationalization, and also increasing ing printing costs.

Copied almost word-for-word,  
lack of quotation marks falsely  
presents Norris' wording as  
the author's own.





In her recent guide on academic writing, Norris (2016) advises against imitating the style of older journal articles, for example, because academic style is changing. She argues the changes are caused by "widening democracy and internationalization" as well as printing costs (p. 3).



# Paraphrase with citations

In her recent guide on academic writing, Norris (2016) advises against imitating the style of older journal articles, for example, because academic style is changing. She argues the changes are caused by "widening democracy and internationalization" as well as printing costs (p. 3).

Passage has been  
paraphrased and source is  
provided; direct quotes used  
when needed.



**How do we detect  
plagiarism at UTU?**

# Turnitin (via Moodle)

Compares your  
work to others

Provides a report on  
the similarity + AI use

(Allows you to rewrite your  
work to fix problems)\*

\*depends on how your instructor configures the settings

tiainen of <sup>3</sup> *What is important in history teaching? Student*  
shed in the *History Education Research Journal* research  
teaching and the nature of history as a school subject. The  
research because student teachers' <sup>1</sup> perceptions of school  
ching, which ultimately affects their students' learning.

s for history teaching in Finnish primary school, which are <sup>1</sup>  
d to construct a foundation for understanding history. The  
tent knowledge and developing a deeper understanding of  
uses on historical thinking and reasoning skills. The authors  
nd 79 female Finnish student-teachers from various socio-  
is of short answers <sup>2</sup> to the question "what is important in  
wrote at the beginning of their first history study module

✓ Top sources

All Sources

⚙️

45%

Overall Similarity

1

jyx.jyu.fi

INTERNET

28%

2

University College London on 2022-0...

SUBMITTED WORKS

8%

3

Fordham University on 2022-11-23

SUBMITTED WORKS

5%

4

University of Cape Town on 2023-12-...

SUBMITTED WORKS

4%

0

Flags

45%

Overall Similarity

🔍

Document Details

0%

AI

# How can I use AI tools responsibly?

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.  AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.  No AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.  AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.  You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.

5	1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
	2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
	3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
	4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
	5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale



Source: Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale revisited: A framework for educational assessment. *arXiv*.

<https://arxiv.org/abs/2412.09029>

**At UTU, different  
courses/instructors allow use  
of AI tools in different ways.**



## Ask yourself two questions:

1. Why am I using this tool? (motivation)

2. What will I do with the output? (criticality)

# Three tips for staying out of trouble

1. Keep your receipts! Screenshots, version histories, group texts, source citations, etc.
2. Don't submit an exact assignment that you have used before (even at a different university)
3. Communicate honestly and openly with your instructor to avoid misunderstandings



**Remember:**  
Academic  
writing is a  
skill. It can be  
studied,  
practiced, and  
improved!

**KIEN2901 English for  
Multidisciplinary Teams**

Registration closes Friday  
at 10am  
2-3 ECTS

**KIEN2033 Intercultural  
Communication**

Registration closes Friday  
at noon  
2-3 ECTS

**Bridget Palmer**

Centre for Language and  
Communication Studies

Agora – 2nd Floor

[bmwpal@utu.fi](mailto:bmwpal@utu.fi)



**UNIVERSITY  
OF TURKU**

**Bridget Palmer**

[bmwpal@utu.fi](mailto:bmwpal@utu.fi)