ANIP REPORT WRITING

Australian National University

Academic Skills Learning Advisers

- Book a 45 min appointment

- get feedback on your draft

- in person, on zoom or written feedback through Wattle

Academic Skills Writing Coaches

- Book a 30 min appointment online

- get feedback on your draft

- in person, on zoom or written feedback through Wattle

Academic Skills Peer Writers

12pm-3pm, Monday- Friday

Location:

- Monday to Tuesday, Marie Reay Teaching Centre (Level 2, Monday-Tues)
- Wednesday to Friday, Chifley Library, Level 2 (main entrance) and Hancock Library, Level 1 (main entrance)

Book an Academic Skills appointment

Book an Appointment - [Academic Skills ▾]

Academic Skills appointments give students the opportunity to have individualised one-to-one feedback on their work.

Click on the links below to find specialist staff to assist you. More information on appointment types is available on the Academic Skills website.

Support is available to current ANU students and staff, no matter where you are studying. Note: students with enquiries about Crawford School of Public Policy courses should book appointments with Crawford's Academic Skills Advisers.

This page displays appointments that are available within the next fortnight. If no convenient time is available, please check again another day to see whether new times become available.

1. Select a subject area:

> Writing Coach consult. In-person (on campus)

> Writing Coach consult. Online via Zoom

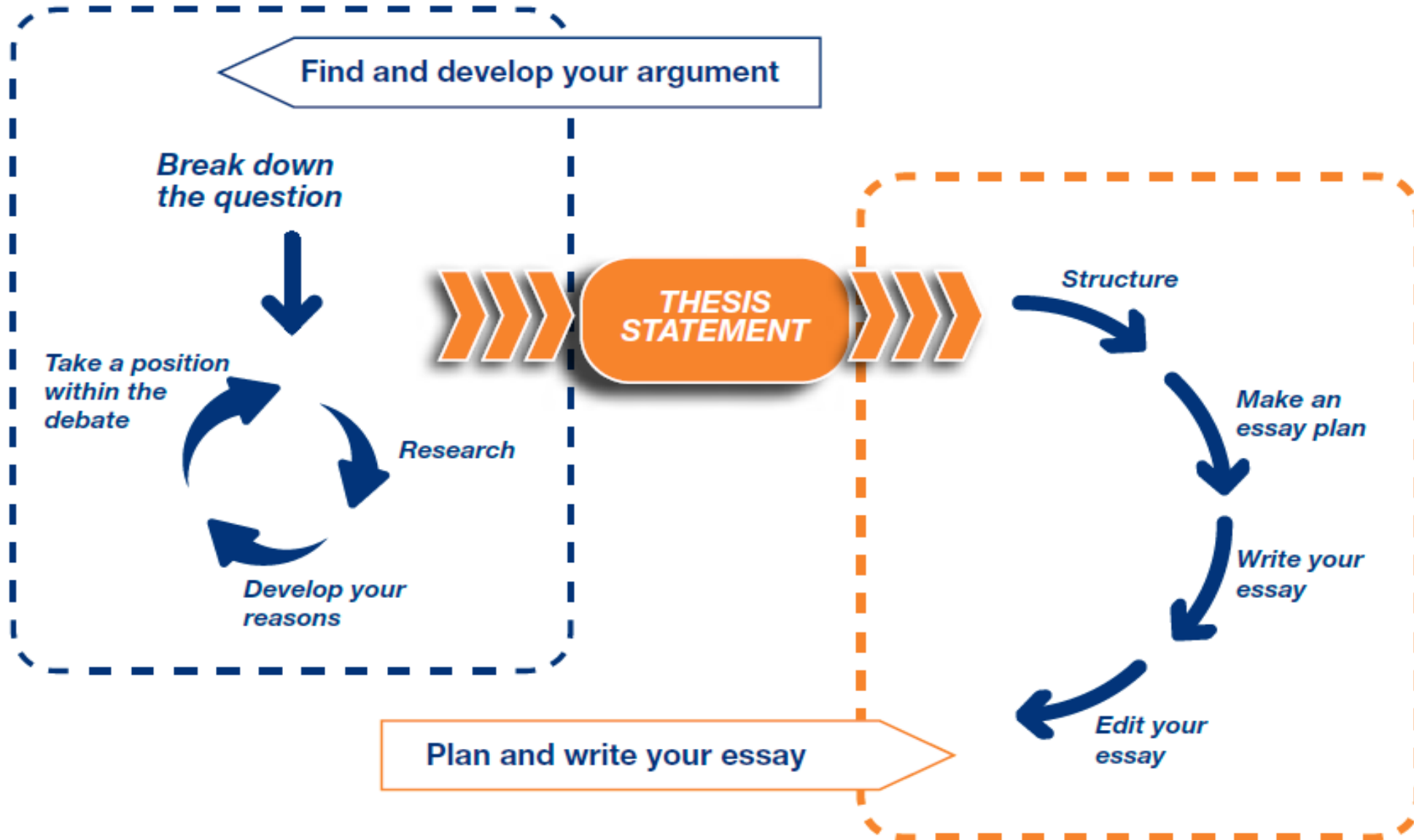> Writing Coach consult. Written feedback via Wattle site

> Learning Adviser consult. In-person, on campus

> Learning Adviser consult. Online via Zoom

> Learning Adviser consult. Written feedback via Wattle site

> Word thesis formatting consult, online

The essay research and writing process

ANIP REPORT WRITING BASICS

What output will be the most useful / have the most impact for your host?

ANIP Report writing

- **Executive summary**

(context, problem, key question / aim, signposting of findings and their wider relevance to the organisation)

- **Introduction**

(deeper context, narrowing in on problem, **key questions / aims**, statement of key message, signposting of sections to follow and how they support the key message)

- **Literature review**

(synthesising what is known and unknown)

- **Methods** (as needed)

- **Body / Results and Discussion**

(centred on answering the questions / synthesising information to persuade readers of your answer)

- **Recommendations**

(Given your findings, what are the next steps your organisation can take to contribute toward solving this problem?)

- **Conclusion**

(summary of findings and a wider look at the issue and its solution)

- **References**

Example question:

This report is structured to address three primary questions:

1. What is the current state of literature and research on image-based sexual abuse, including the emerging subset of deepfake abuse?

2. What Australian legislation exists to prevent and prosecute deepfake-related abuse?

3. How can existing legislation be improved to address legal gaps and insufficiencies effectively?

Example key message:

Ultimately, **this report uncovers** the significant gaps in Australian legislation, particularly in prosecuting the creation, possession, and distribution of deepfakes. This paper **recommends** legal reforms that explicitly prohibit deepfake abuse from inception to dissemination to address these legal deficiencies. Additionally, implementing protective and identification technologies, enhancing global collaboration, and improving law enforcement and public education **are essential to** comprehensively address deepfake abuse. These **recommendations are vital** in combating the persistent digital abuse of women in Australia and strive to create a safer online space where women's rights are fully upheld for generations to come.

Example signposting:

Each section of this paper will address its respective research question. Through a comprehensive literature review, Section 1 will explore existing research to provide necessary definitions of image-based abuse, identify the rise of deepfake technology, and illustrate the impact deepfake abuse has on women and other intersectional groups. Section 2 will examine the existing Australian laws around image-based abuse, demonstrating their ineffectiveness in prosecuting and preventing deepfakes. Section 3 will propose necessary legal enhancements to address the issues uncovered in Section 2.

COMMON ISSUES

Common issues

- No clear question
- No key message
- Too much description / lacking analysis / only explaining what you have read instead of making meaning from your research
- Recommendations too vague and broad to be actionable
- Lack of awareness of audience expectation

Academic writing expectations
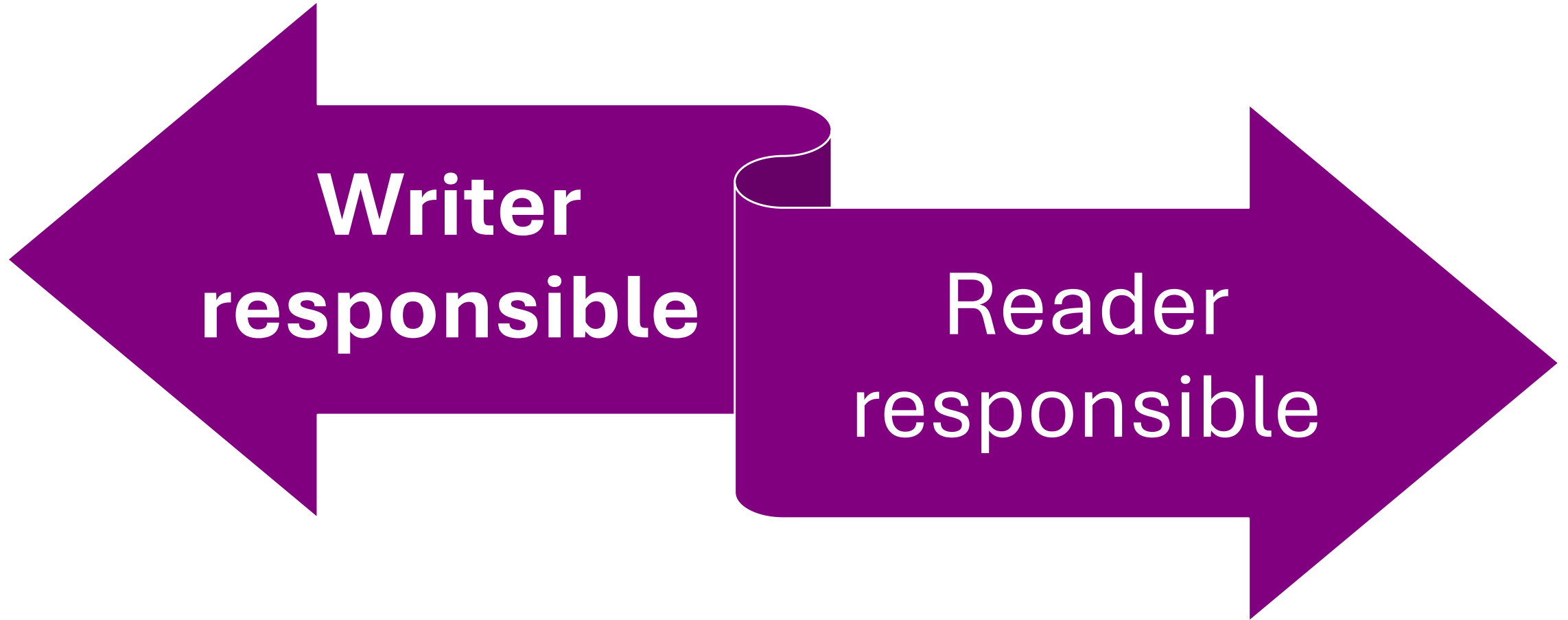
English academic reader expectations	Other reading expectations, outside of English academia
Wants specific, detailed and precise language	Comfortable with less direct communication
Uncomfortable using common sense to "fill in the gaps"	Comfortable using common sense to "fill in the gaps"
Uncomfortable with vague or ambiguous language	Tolerant of vague or ambiguous language
What is meant is what is said	Meaning more reliant on context cues, such as means of communication and status of writer

Our academic culture is a writer responsible culture...
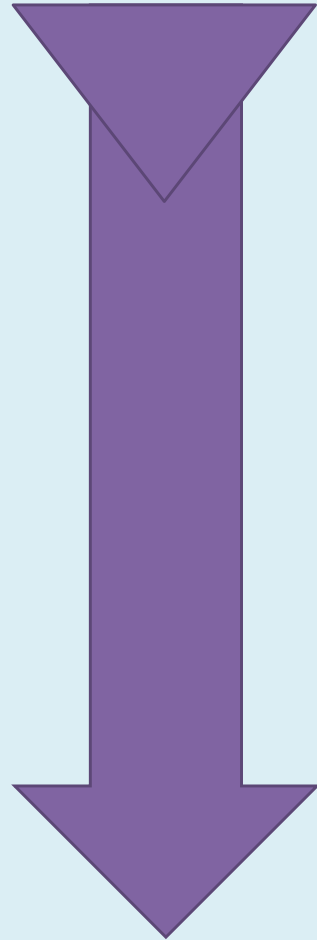
We want to know the end of your argument at the start

Be reminded of it all the way through

And for you to end with it too!

INTRODUCTION

Background / context
Issue / problem or debate
Thesis statement
Signpost key reasons

LINE OF
ARGUMENT

BODY PARAGRAPHS

Topic sentence
Supporting evidence / analysis
Concluding / linking sentence

Topic sentence
Supporting evidence / analysis
Concluding / linking sentence

Topic sentence
Supporting evidence / analysis
Concluding / linking sentence

CONCLUSION

Summary of position
and key reasons

Implications or 'so what?'

Section 1: Deepfakes and Their Impact as a Form of Image-Based Abuse

Before diving into the impacts of deepfakes and the insufficiency of Australian deepfake laws, it is essential to define Image-Based Sexual Abuse (IBSA).

As technology evolves, a new subset of image-based sexual abuse has emerged: deepfakes, which exploit advanced artificial intelligence to create increasingly realistic and harmful content.

Only a single photo of the victim can lead to the generation of convincing content, directly linking to the documented rise in IBSA.

Now that we understand the context around the emerging threat of deepfake abuse, we can begin to explore the harmful impacts this abuse has on its victims.

As deepfakes are a relatively recent technology, there remains a distinct lack of literature on the specific harms unique to deepfake abuse.

Section 1: Deepfakes and Their Impact as a Form of Image-Based Abuse

Henry et al.'s (2020) study highlights the increasing prevalence of online perpetrators and the victimisation of women, particularly within marginalised and vulnerable groups.

Exploring the intersectionality of marginalised groups affected by IBSA reveals necessary insights into how these groups are disproportionately impacted, informing regulating bodies to better address these harms.

As the prevalence of IBSA and deepfake abuse increases, it is important to understand the severe psychological effects observed by researchers.

While these findings provide valuable data, the studies mentioned follow a medicalised trauma-based model to connect victims' experience to the emotional and social consequences of the abuse.

To address the need for a nuanced and contextual understanding of victim experiences, McGlynn et al. (2020) recognised that in previous studies, victims spoke of their experiences holistically, focusing on the personal detrimental impacts.

The consensus among researchers (Bates, 2017; Citron & Chesney, 2019; Flynn et al., 2021; McGlynn et al., 2020) confirm the severity of these impacts and their relevance to emerging issues like deepfakes, advocating for tailored legal reforms and support systems.

Topic sentence states the *point* - the main idea and argument

Supporting sentences: evidence and analysis

Concluding or linking sentence

Example paragraph

Moreover, the previously discussed psychological impact of deepfakes makes identifying deepfake abuse more challenging, as victims may be reluctant to report these incidents. eSafety (2020) found that only 24% of individuals acted against IBSA. When asked why they did not report, 29% believed doing so would not change anything, 22% did not know how to report or what the next steps were, and 18% felt embarrassed as doing so would have to put that image further into public view and cause re-traumatisation. Even when victims do report, legal proceedings are costly and often lead to the same re-traumatisation as the initial abuse and reporting. One deepfake victim notes that they have been repeatedly "trolled" since sharing her experience publicly. "Speaking about this stuff opens the door for more abuse," she says. "Also, every time you do it, you have to relive the thing over again" (Hao, 2021). This highlights the urgent need for legal frameworks that address the technical aspects of deepfakes and offer support mechanisms that do not re-traumatise victims, particularly through public education. Finally, law enforcement's lack of awareness and appropriate training significantly hampers the effective handling of deepfake cases. A study by Bond and Tyrrell (2018) found that 95% of the 783 UK police officers surveyed lacked formal training in investigating IBSA. This issue is compounded by the technical complexity of deepfake detection and attribution, which requires specialised technical literacy and a thorough understanding of what relevant laws captured altered or created imagery (Henry et al., 2018). **Beyond legislative reform, enhancing police training and public awareness is, therefore, a critical factor in supporting victims in responding to deepfake abuse.**

ARGUMENT

Is your thesis statement clear?
Does it take a position and outline your supporting argument?
Does it answer the essay question?
Are your key reasons signposted in the introduction?
Are they summarised in the conclusion?

STRUCTURE

Is your argument sustained through the essay body?
Do your topic sentences contribute to your argument?
Are your paragraphs in a logical order?
Does the order of your reasons in the introduction match the order of your paragraphs in the body?

PARAGRAPHING

Does each paragraph have a topic sentence and one main idea?
Do your paragraphs have too much evidence and analysis? If so, should they be split?
Are your quotations accurate?
Is the evidence you use correctly cited?

EXPRESSION

Do your sentences flow together?
Are there any long sentences that could be shortened?
Are there any redundant phrases or areas of repetition that could be cut?
Have you used synonyms to create variety in your writing?
Have you eliminated spelling and grammatical errors?
Is the essay formatted according to the course requirements?

YOUR QUESTIONS

Brainstorm some questions, and then we'll work through the answers as best we can!