

Academic Writing II.



The plan of the semester – a félév terve

The nature and process of academic writing - February 11

Understanding the nature of the assignment - February 25

Writing an essay/report - March 11

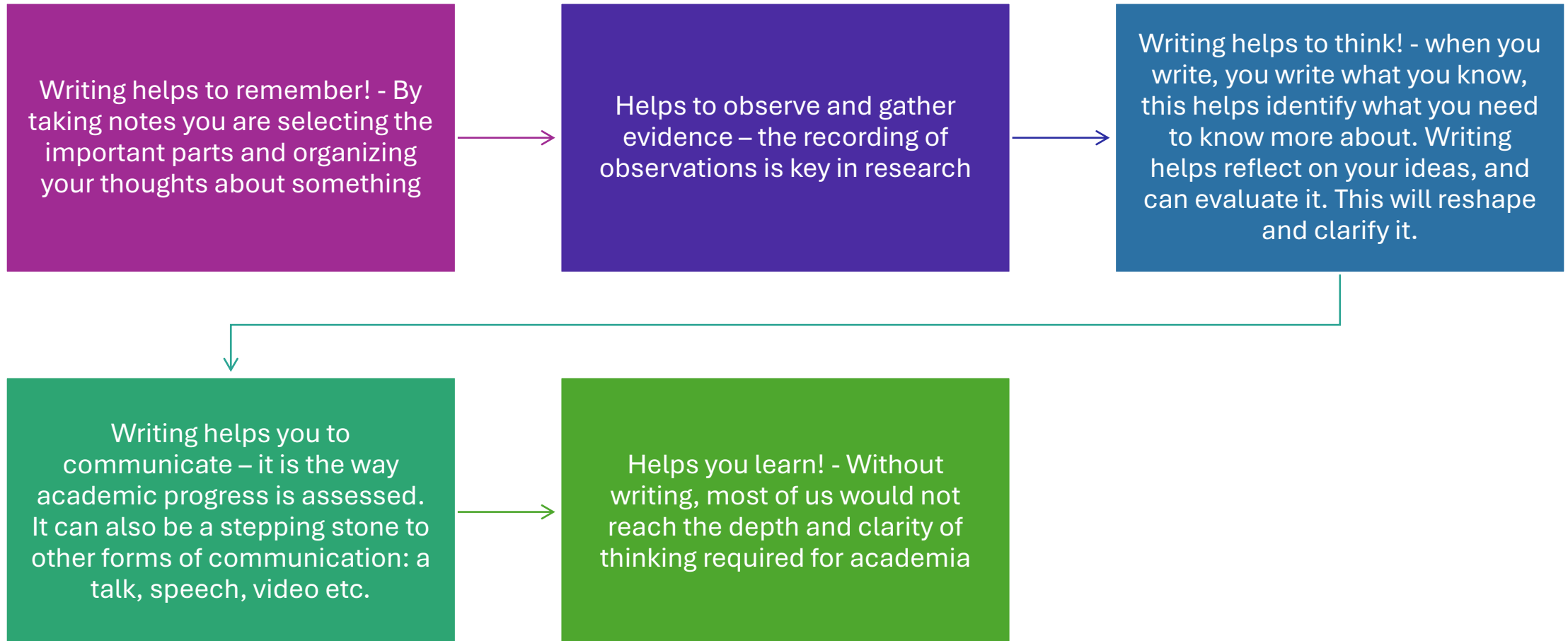
Researching an assignment - March 25

Reading and taking notes - April 15

Academic integrity, using sources, citing and referencing - April 29

Final exam - May 13

Why is writing important?

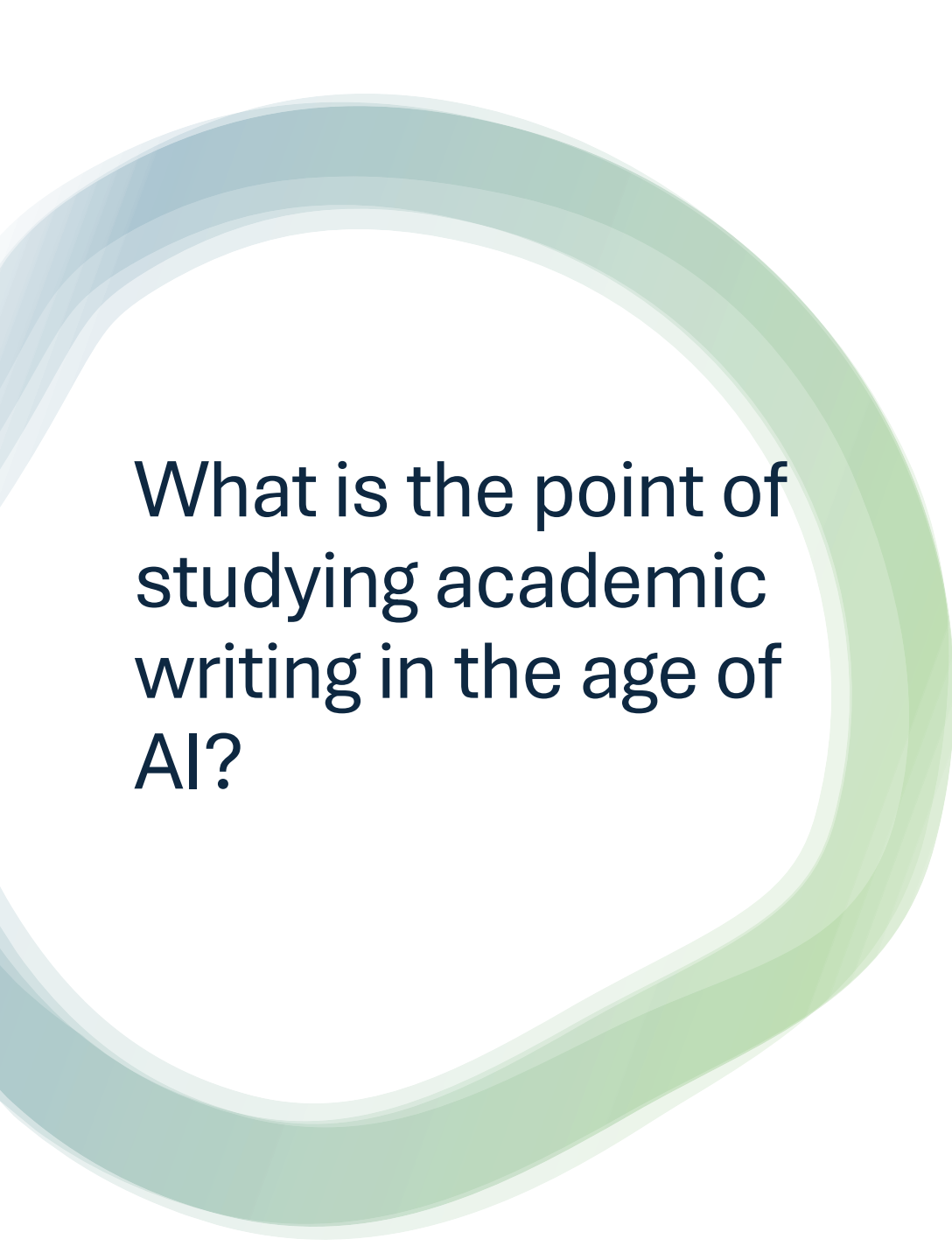


Question for discussion

What kind of writing do you already do?

What are the requirements of these forms of writing?

How are they different from academic writing?



What is the point of studying academic writing in the age of AI?

- AI cannot think INSTEAD of you
- You can only use AI successfully if you can give good prompts, this requires you to think critically – writing helps you to think critically
- Before you use AI to help enhance your writing, you need certain experience in writing on your own, that way you can fact-check, refine and change what AI finds
- Your brain is like a muscle, it grows stronger and forms new connections through regular use, it needs to be constantly challenged
- Writing on your own gives you a tool for self expression, it gives a sense of accomplishment, often you do not know what you 'truly think', until you have written it down
- Your ideas matter, respect your ideas! Try to express them as best as you can

What is the challenge in academic writing for students?

- Writing in the appropriate style
- With suitable structure
- Developing an argument in an appropriate way

What do teachers/assessors want to see?

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- We don't want perfection, we want to see your knowledge and understanding of the subject
 - That you show ORIGINAL work, not copied, rephrased
 - We want to see your personality, your way of thinking!
 - That you are following the formulas of academic writing (structure, style)
 - That you are using SCHOLARLY METHOD – you show the sources you used by citing and referencing.
 - CRITICAL ANALYSIS: you consider the strengths and weaknesses of an argument, coming to your own conclusion about it

Structure of an essay

- Introduction
 - Main body (development of your argument)
 - Conclusion
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- "Tell the audience what you are going to talk about, talk about it, and then tell them what you've talked about."

What is an argument?

- More than just a description of something
- Evidence + reasoning ---- line of reasoning ----> conclusion(s) claim(s)
- Evidence + reasoning = reasons (also known as supporting arguments, premises, propositions)
- If the question is: Is it never too late to learn?
- One of the supporting arguments could be: "In the last 20 years, government schemes have helped millions of UK senior citizens (here, defined as males and females over 60) to learn to use computers."
- Reasons are presented in logical order = line of reasoning, guides towards the conclusion
- Conclusion: the position the author wants the reader to accept

Being critical

- This is valued in the Western higher education traditions
- It requires evaluating what you read – making judgements about how relevant and important a text is to your work
- This means weighing BOTH SIDES of what you have read (What is positive about it? What is negative?) and drawing conclusions about it concerning your work

The process of writing

- Different people write in different ways, the same person may write in different ways depending on the nature of the task
- Think about what is expected before writing
- **Three stages of writing:**
 - Planning, researching, note-taking: everything before actually starting to write
 - Composing (drafting): writing sentences and paragraphs
 - Reviewing and editing: evaluating, rethinking and revising what you have written