

# 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

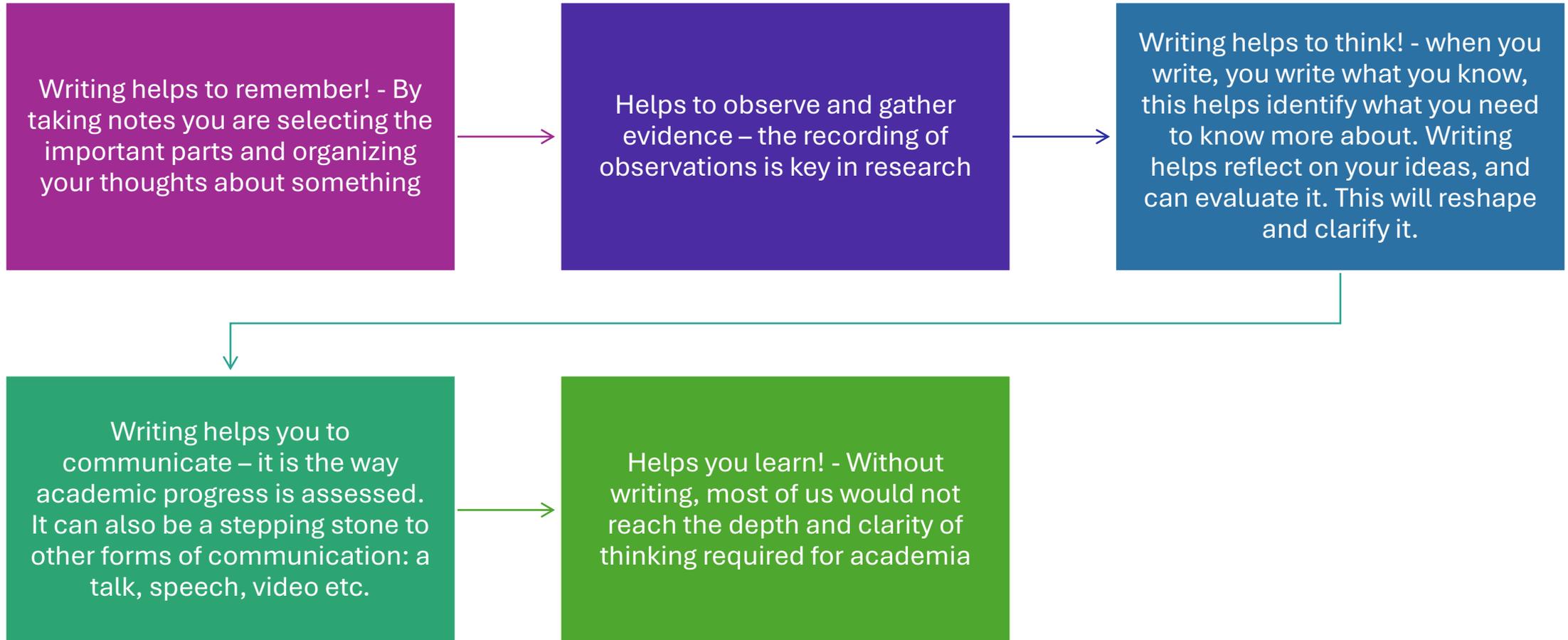
Researching an assignment - March 25

Reading and taking notes - April 15

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

Final exam - May 13

# Why is writing important?

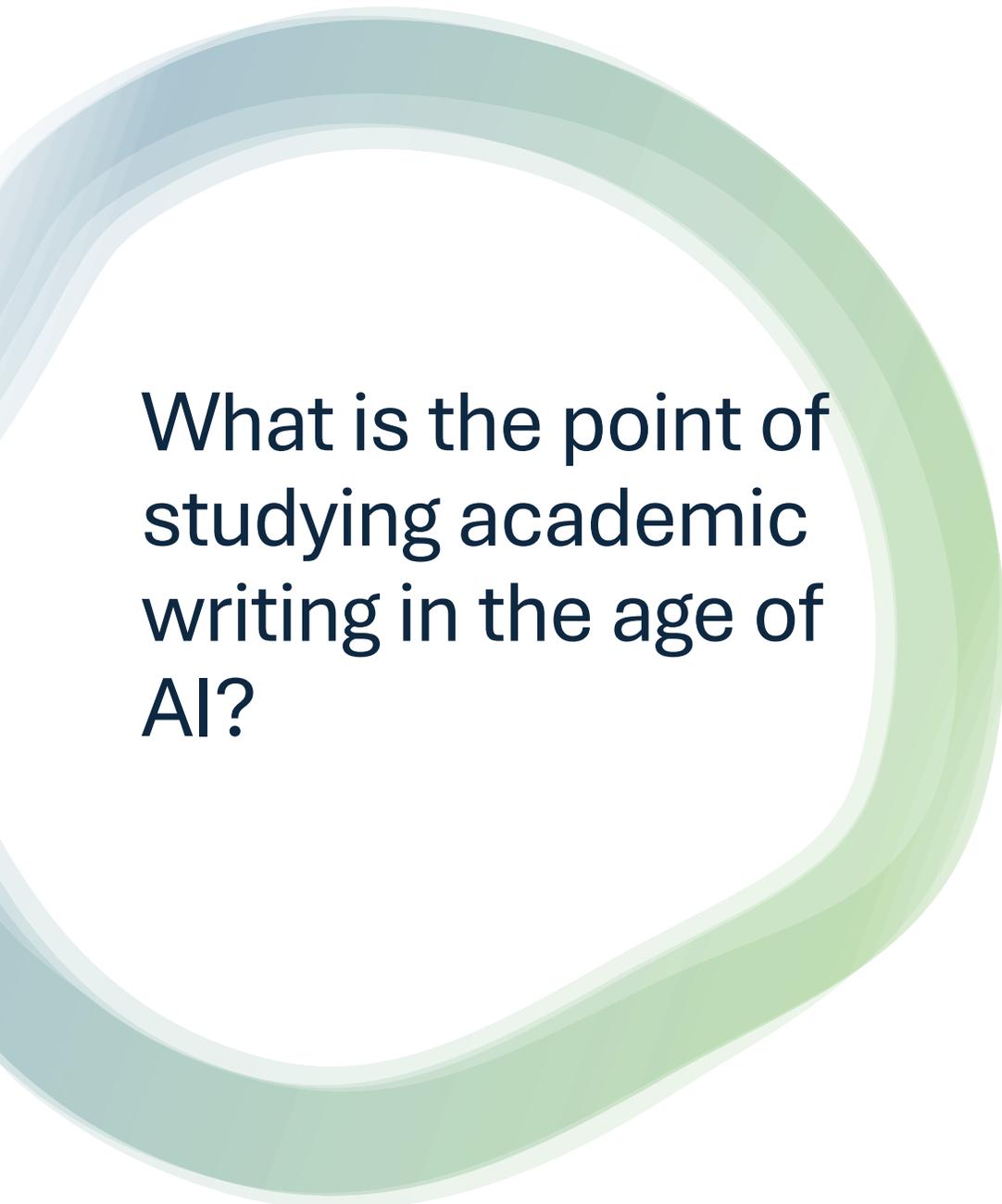


## Question for discussion

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
  
- "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