

Spring semester, 2016

*Talking about writing;
talking about
creativity*

Dr Jeannette Stirling,
Senior lecturer,
Learning Development

Adapted by
Dr Carol Priestley
Learning Development

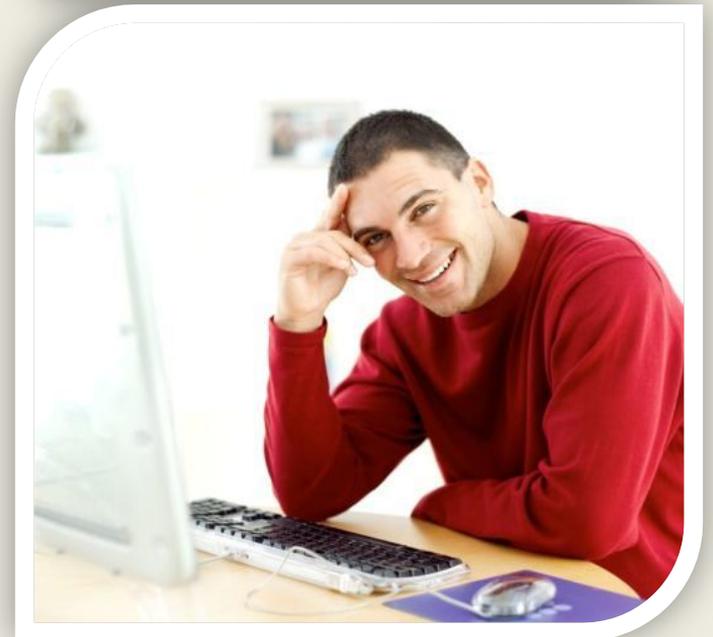
UOW  Learning
Development



Subject	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
ENGL131	Week 5 Quiz 750wds. 20%	Week 9 Research essay 2000wds. 40%			Exam Period Final exam 2 hrs. 40%
GEOG122	Week 5 Poster 20%	Week 9 Report 1200 wds. 30%	Week 12 'Pitch' Presentation 20%	Weeks 4, 9, 13 In-class quizzes 10% each 30%	
HAS121	Weeks 3, 6, 9 Reflections 250-300 wds .each 15% Total	Week 13 Mind map 15%	Week 12 Reflective essay 1000-1200 wds. 40%		Exam Period Final exam 30%
HIST111	Week 5 Short essay 750 wds. 25%	Week 12 Long essay 1500 wds. 35%	Ongoing Participation 10%		Exam Period Final exam 2 hrs. 30%
PSYC123	Weeks 3 & 6 Online quizzes Methods & Stats: 10% each 20%	Week 9 Take-home test 10%	Weeks 11 & 12 In-class tests: Statistics & Methods: 10% each 20%	Ongoing Weekly quizzes + research participation 10%	Exam period Final exam 2 hrs 40%
SCIE101	Weeks 2, 5, 7, 9 4 x quizzes: 7.5% each 30%	Weeks 3, 6, 8, 11 4 x short essays: 10% each 40%	Weeks 13-14 Major project 30%		
SOC104	Weeks 3-10 & 12-13 (incl) Online blog 20%	Week 7 Methods essay 40%	Week 13 Research design exercise 40%		

Before we get started ...

- How is the regular reviewing of your lecture notes going for the upcoming quizzes?
- Feeling reasonably comfortable about your 1st HAS121 reflection?
- Any tricky bits with preparations for the short essays you'd like to discuss?



And just to crank up the
interest:

‘Nature’ in the
Anthropocene

*Have you had a chance to
thing about the GEOG 122
poster yet?*

Want to talk strategies?

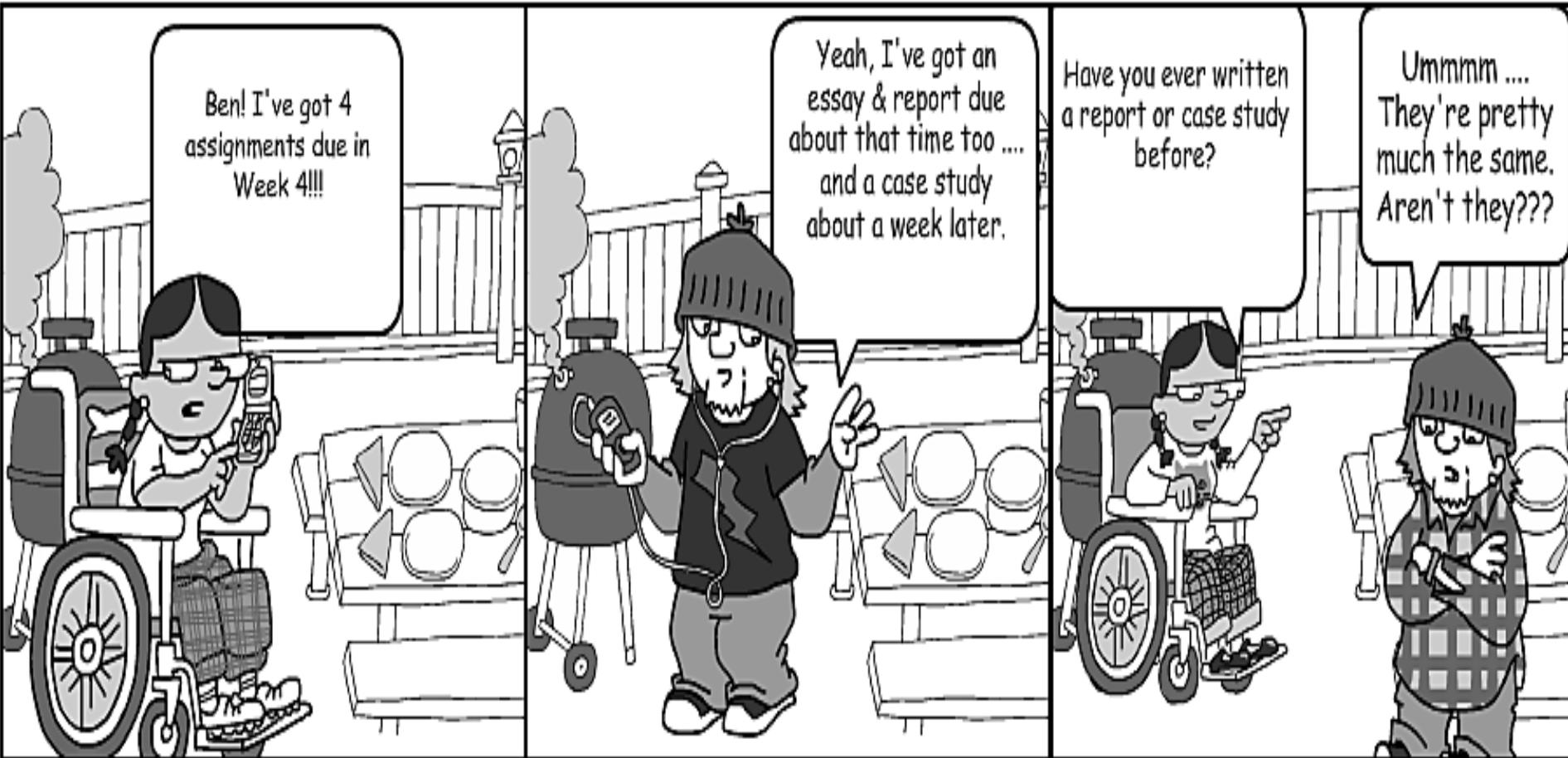


KEEP
CALM
AND
CARRY
ON

Let's talk a bit more about writing

Academic writing structures

Jeannette Stirling



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Well, no ...
common academic text types include:

Essay

- Presents a point of view / argument (supported by evidence) on a particular topic.

Report

- Investigates an issue, product, situation.
- Collates & analyses findings.
- Draws conclusions & makes recommendations based on those findings.

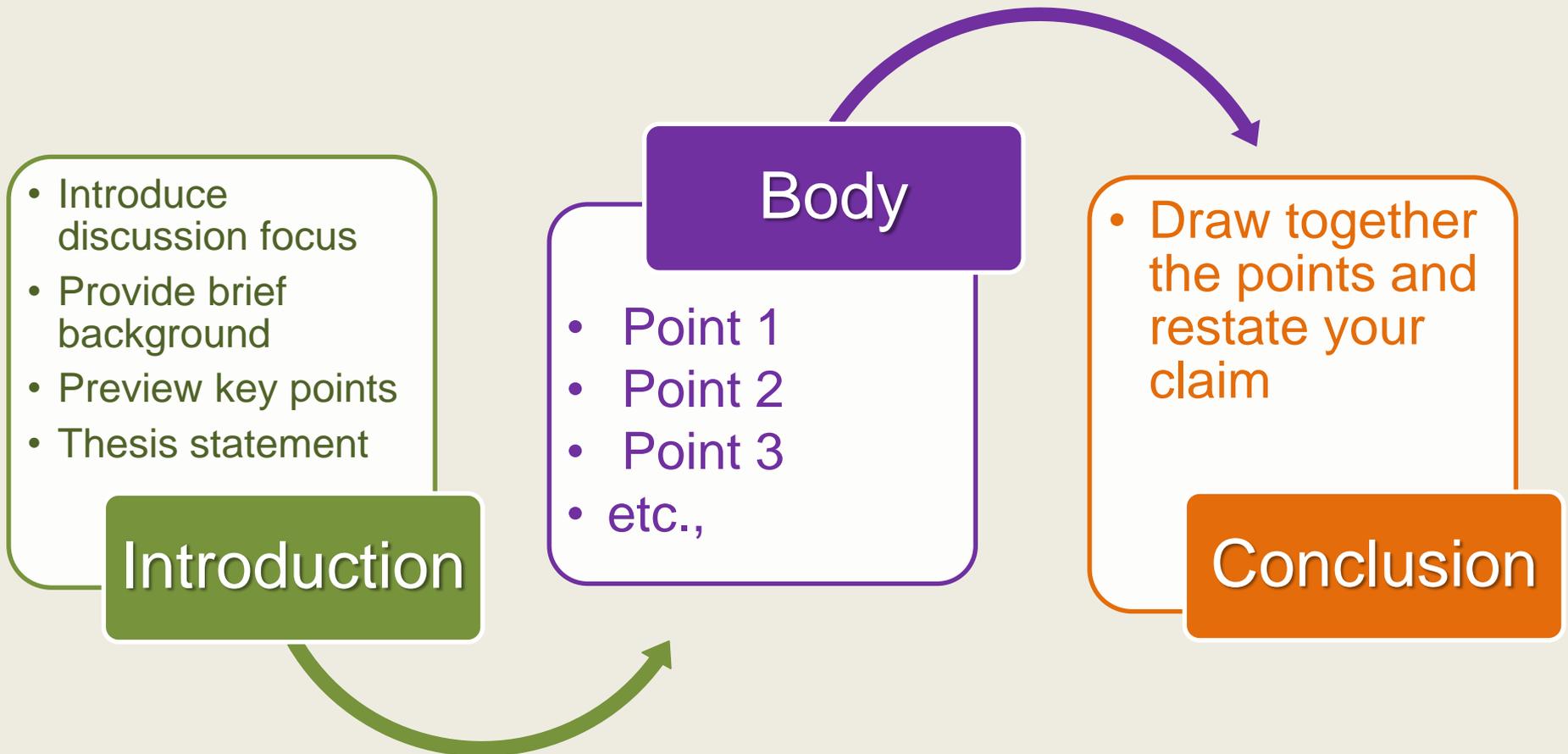
Case Study

- Provides a detailed & theorised account of a particular individual; clinical event; workplace procedure.

Literature review

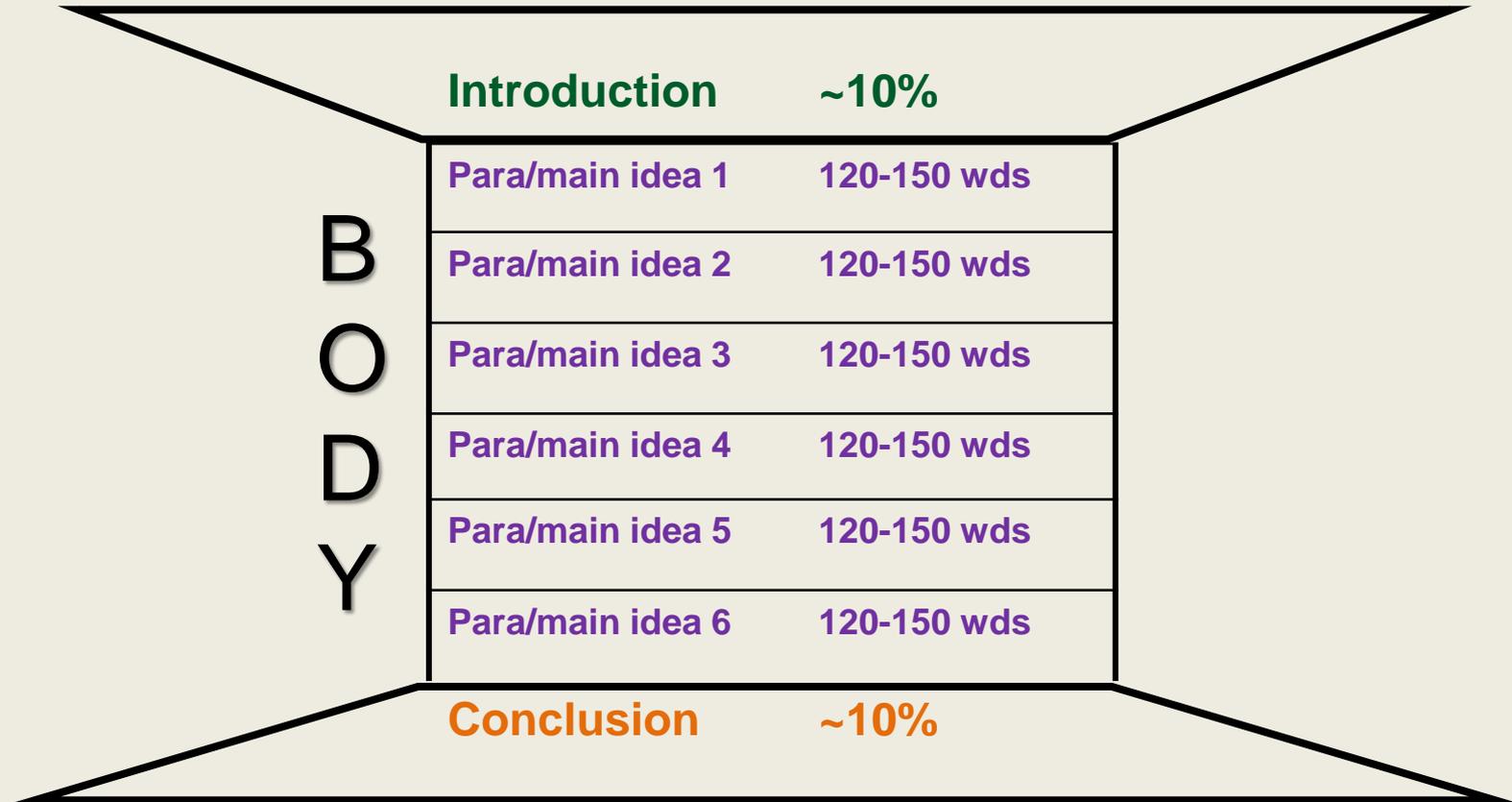
- Summarises, interprets, compares, & evaluates the main ideas in a related body of research literature to establish current level of knowledge on a topic.

Revisiting structural & analytical conventions of the academic essay



And how much is enough?

For 2000 words, something like.....



The anatomy & physiology of an essay

Introduction ...

- ✓ *Introduces* the topic and lets your reader know what your paper is about;
- ✓ *provides* a direct & relevant response to the topic;
- ✓ *briefly* outlines the scope of your discussion;
- ✓ *states* the approach or position you will take to the topic (*your argument*).

Use the Introduction to schematise your discussion

Context

- *Have you outlined your question?*
- *Provided some background?*

Preview

- *How you organised your discussion points logically?*

Thesis statement

- *What is your position?*
- *What is your argument?*

Sample Introduction from student essay

Jay Arthur displays a passion for telling histories in a three-dimensional aspect. This chapter challenges the use of only one perspective and presents a need for acceptance of different stories and approaches to story telling. 'A lexicon of audit' demonstrates the opportunities to examine not only the objects of the landscape but the multiple ways in which people interact with these landscapes. Arthur also looks at the context of this language. Her arguments include many examples of how the lexicon of words are a selection of language terms used in a particular style, such as the use of the 'un' words, negative portrayals, and dysfunctional theories. The chapter discussed can be argued to be well referenced with a broad range of primary sources.

When Arthur stated that the lexicon establishes that 'the country is in need of something', it is possible she meant this is due to the narrow minded perceptions evident in the colonialist's writings (Arthur 2003, p. 96). Alternatively Arthur wishes to explore the exhibition within the language of Australian landscape. It is suggested she believes there are many different possible responses; intellectual or even emotional.

Note the more sophisticated language & richer detail in the rewritten version

Jay Arthur (2003) conveys a passion for recounting histories as three-dimensional events. The chapter discussed in this essay challenges the use of a sole or dominant perspective and presents an argument for acceptance of different stories and approaches to storytelling. To this end, her 'lexicon of audit' demonstrates opportunities to examine not only the objects of the landscape but also the multiple ways in which people interact with these landscapes. She argues that the colonialist language used to describe the Australian landscape conveyed a negativity that had at its core a lack of understanding. Like Arthur, Bill Lines (1992) argues that the early Europeans felt alienated by their new environment and the evidence suggests a lack of respect and understanding for this land and the water resources. Alternatively, some cultural historians like Tim Bonyhady (2000), dispute the common belief that all settlers hated this new land. He contends that some felt a deep affection for certain regions, wishing to protect the environment. The following discussion examines Arthur's arguments in relation to the prevailing colonialist accounts of Australia and the landscape. Specifically, this essay will explore Arthur's arguments regarding the language used as a result of colonists' attitudes towards the Australian landscape, with specific reference to the inland sea.

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This version is also more effective because it ...

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Introduces the topic;

provides context & an overview of the key debates that will inform discussion;

& a clear statement of argument: the 'thesis' statement.

Sociology example

The social research and analyses of the health of Indigenous Australians over the past two decades have provided the government, the health care system, and the community in general with an understanding of the poor health of Australia's Aboriginal and Torres Strait Island people. Social research has highlighted the main health issues affecting Aboriginal and Torres Strait Island people, the causes of these health issues and suggested possible solutions to improving health outcomes. It has also revealed the significant discrepancies between the health of Australian Aboriginal peoples and the general population. As a result, the country's main Indigenous and non-Indigenous health bodies, non-government agencies and human rights organizations have come together in 2007 to promote a campaign called 'Close the Gap' in an effort to improve the health and life expectancy of Australia's Indigenous peoples. The following discussion examines a selection of the key policies which have arisen from the social research and analyses that have contributed to the 'Close the Gap' initiative.

Introduces the topic & identifies the essay's purpose;

outlines the focus of discussion; provides some background; indicates how discussion will progress;

and provides a clear statement of argument: the 'thesis' statement.

Introduction activity #1

John Clare and John Keats, though both writers in the Romantic period, take significantly different approaches to Nature in their poems. Clare's poetry focuses on the physical aspects of nature and often works with literal representations, whereas Keats tends to focus on the metaphysical aspects of nature and draws on a wide range of figurative language. Clare's poetry is both political and pleasurable. He elevates the freedom of being able to traverse unenclosed lands and celebrates the impact of being 'in nature' on the senses. Keats' poetry is concerned with philosophical exploration; for him, nature provides the inspiration for creativity and enhances metaphysical awareness. Clare places Nature front and centre in his poems, it is something to be valued and protected. Keats' takes a "humanist" perspective and Nature is secondary to human experience. Keats declared "I write what I imagine" (ref), while Clare insisted that "I find the poems in the field and write them down" (ref). In order to further explore the differences encapsulated by these quotes, this essay will discuss Clare's poems *Grasshoppers* and *A Gloomy Day in Summer*, and also *On the Grasshopper and Cricket* and *To Autumn* by Keats.

Identify the sentence/s that clearly states the position to be argued.

Identify the sentence/s that contextualise the topic for the reader.

Identify the sentence/s that denote the structure of the rest of the text.

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Identify the sentence/s that denote the structure of the rest of the text.

Introduction activity #2

Social research and analyses of the health of Indigenous Australians over the past two decades have provided the government, the health care system, and the community in general with an understanding of the poor health of Australia's Aboriginal and Torres Strait Island peoples. This research has also highlighted the main health issues affecting Aboriginal and Torres Strait Island peoples, the causes of these health issues, as well as suggest possible solutions for improving health outcomes. Sociologists involved in this field of research revealed the significant discrepancies between the health of Australian Aboriginal peoples and the general population. As a result, the country's main Indigenous and non-Indigenous health bodies, non-government agencies and human rights organizations came together in 2007 to promote a campaign called 'Close the Gap' in an effort to improve the health and life expectancy of Australia's Indigenous peoples. The following discussion examines a selection of the key policies which have arisen from the social research and analyses that have contributed to the 'Close the Gap' initiative.

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The function of paragraphs in academic writing is to ...

